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ABSTRACT

This compilation of approximately two hundred document resumes provides educators with abstracts of research, instructional, and other materials in vocational and technical education, and abstracts of funded research and development proposals. The resumes are arranged in ascending order according to ED (ERIC Document) accession number, with each resume including the author(s), title, institutional source, sponsoring agency, availability, publication date, number of pages, subject terms which characterize the contents of the document, and a document abstract. Subject, author, and institution indexes are provided. Availability information includes microfiche and hard copy prices from the ERIC Document Reproduction Service (EDRS). The section on projects in progress contains seventy-one resumes announcing ongoing curriculum development and research projects funded by the Vocational Amendments of 1968, parts C, D, I, and J. Included for each are title, principal investigator, recipient institution, start-end dates, supporting agency, contract and/or control number, and a brief project summary. Projects are listed by state, and names and addresses are provided for both individuals and institutions. (BL)

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Resources in Vocational Education

10

1977 Volume 10 Number 2

ED149026

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EDUCATION & WELFARE
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CE 013 781

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ED148059

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Mission of the Center

The Center for Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The Center fulfills its mission by:

- ☐ **Generating knowledge through research,**
- ☐ **Developing educational programs and products,**
- ☐ **Installing educational programs and outcomes,**
- ☐ **Operating information systems and services,**
- ☐ **Conducting leadership development training programs.**

ISSN 0095—3784

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Foreword

Finding available information is a major task for researchers, curriculum specialists, teachers, administrators, and students. The Center for Vocational Education is dedicated to helping others find useful information.

Resources in Vocational Education is prepared bimonthly by the staff of the AIM/ARM Project under a contract with the U.S. Office of Education, Bureau of Occupational and Adult Education. Included are abstracts of research, instructional and other materials in vocational and technical education, and abstracts of funded proposals. The full text of most documents announced in *Resources in Vocational Education* is available in microfiche or hard copy from the ERIC Document Reproduction Service (EDRS). Microfiche also is available in local ERIC microfiche collections.

We appreciate the contributions of state research coordinating units, curriculum coordination centers, instructional materials laboratories, local school systems, colleges and universities, and professional associations. Members of the profession are encouraged to send instructional and research material for possible inclusion in future issues of *Resources in Vocational Education.*

Robert E. Taylor, Director
The Center for Vocational Education

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Sample Document Resume

ERIC Accession Number—identification number sequentially assigned to documents as they are processed.

Author(s).

Title.

Organization where document originated.

Date published.

Contract or Grant Number.

Alternate source for obtaining documents.

EDRS Price—price through ERIC Document Reproduction Service. "MF" means microfiche; "HC" means hard copy. When listed "not available from EDRS," other sources are cited above.

ED 126 314 95 CE 007 445
Schroeder, Paul E., Ed.
Proceedings of a Symposium on Task Analyses/Task Inventories.
Ohio State Univ., Columbus. Center for Vocational Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—VT-102-987
Pub Date 75
Grant—OEG-0-74-1671
Note—131p.; Symposium held at the Center for Vocational Education, Ohio State University, November 17-18, 1975; Page 121 will not reproduce well in microfiche due to small size of type
Available from—Center for Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (Order Number UN-10, $9.75)
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors—Conference Reports, Cost Effectiveness, Curriculum Development, *Job Analysis, Performance Criteria, Performance Tests, *Research Methodology, Speeches, Symposia, Systems Approach, *Task Analysis, Test Construc[illegible]
Identifiers—*Task Inventories

In November 1975, a group of 158 persons met in Columbus, Ohio, to discuss the processes and techniques of job task analysis and the use of task inventories. The papers presented at the symposium are reproduced in this document as prepared by their authors. For the two speakers who did not prepare papers, only references to papers previously published by them are provided. The titles of the papers are: Formats and Strategies in Information Tasks; Task and Content Analysis Methods—An Expanding View; The Job Analysis Technique of the U.S. Employment Service; Functional Job Analysis; The Comprehensive Occupational Data Analysis Program; The Position Analysis Questionnaire: From Theory to Research Practice; Information Mapping: How it Helps Task Analysis; The Marine Corps Task Analysis Program; Occupational Analysis in the U.S. Air Force; The Instructional Systems Model of the Vocational-Technical Education Consortium of States Used to Develop Performance Objectives, Criterion-Referenced Measures and Performance Guides for Learners; The Development of Job Task Inventories and Their Use in Job Analysis Research; Methods for Curriculum Content Derivation; Task Systems Analysis; Job Task Analysis in Text and Test Development; and Task Analysis: The Basis for Performance Tests and Instructional Design. (NJ)

Legislative Authority Code for identifying the legislation which supported the research activity (when applicable).*

Clearinghouse accession number.

Sponsoring Agency—agency responsible for initiating, funding, and managing the research project.

Report Number—assigned by originator.

Descriptive Note (pagination first).

Descriptors—subject terms which characterize substantive content. Only the major terms, preceded by an asterisk, are printed in the subject index.

Identifiers—additional identifying terms not found in the Thesaurus of ERIC Descriptors.

Informative Abstract.

Abstractor's initials.

DOCUMENT RESUMES

The document resumes presented in this section have been numerically ordered by ED number. Users may scan this section for documents of interest, or they may use the Subject, Author, or Institution Index to locate documents in a specific field or produced by a particular author or institution.

ED 124 796 CE 007 432

Concord Career Education Project. Final Report.

New Hampshire Supervisory Union 8, Concord.

Spons Agency—New Hampshire State Dept. of Education, Concord. Vocational-Technical Education Div.

Report No.—VT-102-959

Pub Date—31 Dec 75

Note—58p.; Not available in hard copy due to marginal reproducibility

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Career Education, Elementary Secondary Education, *Program Descriptions, *Program Evaluation, Resource Centers

The report presents a summary and evaluation of the two and one-half year implementation period of a career education project in the Concord Union School District, New Hampshire. The goals, activities, and accomplishments of the period are briefly described. The evaluation report is organized by the four comprehensive project goals which precede each cluster of major performance objectives. The major goals were: (1) to provide an opportunity for students to develop an awareness of self and careers; (2) to assist the school district staff to develop skills in introducing career education into the classroom by initiating workshops, programs, and conferences; (3) to disseminate information about the project; and (4) to develop a procedure for effective evaluation. The evaluation assesses the extent to which the project's goals and objectives were accomplished, the effectiveness of the processes and strategies, and the results of the modifications in process and product. Major features of the program were a career education resource center and minigrants awarded to teachers to enable them to develop innovative curriculum. It was generally concluded by the evaluator that the major goals and objectives of the project were successfully accomplished. (NJ)

ED 124 797 CE 007 433

Rustan, Jack And Others

A Project to Develop Career Awareness Materials for Special Needs Students. Final Report. Research Series No. 19.

Dickinson Public School District 1, N. Dak.North Dakota State Board for Vocational Education, Bismarck. Research Coordinating Unit.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—VT-102-961

Pub Date—Dec 75

Note—18p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Career Education, *Curriculum Development, *Disadvantaged Youth, *Educable Mentally Handicapped, *Material Development, Special Education, State Programs

Identifiers—Dickinson North Dakota Area Vocational High School, North Dakota

The report briefly describes a project to develop career orientation materials for special needs students--disadvantaged and educable mentally handicapped (EMH)--at the junior and senior high school levels in North Dakota. The activities involved in selecting the career areas are briefly discussed. By polling various students in different parts of the State, 10 vocational areas were selected: (1) Service Station Attendant, (2) Janitorial Services, (3) Food Service Worker, (4) Laundry Worker, (5) Farm Worker, (6) Auto Body Repairman, (7) Nurse's Aide or Orderly, (8) Food Store Worker, (9) Construction Worker, and (10) City Worker. The report also includes a brief description of the format of the materials. Developed in booklets and accompanied by 35mm slides and cassette tape, the materials are written in a language that most EMH students can read; the type is large and the sentences short. Appended to the report is the form used to identify educational needs of the special students. Also appended is a package and cost description for each of the developed units. (NJ)

ED 124 798 CE 007 434

Advance Placement Nursing. Final Report.

Kirkwood Community Coll., Cedar Rapids, Iowa.

Spons Agency—Iowa State Dept. of Public Instruction, Des Moines.Office of Education (DHEW), Washington, D.C.

Report No.—VT-102-962

Pub Date—Jan 76

Note—92p.; Not available in hard copy due to marginal reproducibility; Page 40 containing the names of the students evaluated in the program was removed; It is not included in the pagination

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Advanced Placement Programs, Associate Degrees, *Health Occupations Education, *Nursing, *Performance Tests, *Program Descriptions

This report covers the period of April 1974 to September 1975 of a project to develop and implement a procedure to place candidates for registered nursing programs with previous experience in the appropriate level of the associate degree program. The five steps undertaken in meeting the project goal are described in the report: development of the mechanism, selection of candidates, competency evaluation, planning courses of study, and placement of candidates in existing programs. The major portion of the document (65 pages) consists of appended project-related material, including: an outline of the advance placement procedures concerning eligibility, admissions policies, and course prerequisites; the results of the challenge exams with distribution figures; a chart of the estimated costs of advanced placement; the form used by candidates to evaluate the advance placement program; the syllabus and course outline for the advance placement seminar; clinical performance tests that contain evaluation criteria, performance objectives, and specific tasks. (NJ)

ED 124 799 CE 007 435

Ramey, Walter S.

A Guide for the Organization and Operation of Local Advisory Committees for Vocational Education.

Virginia Commonwealth Univ., Richmond.

Spons Agency—Virginia State Dept. of Education, Richmond. Div. of Vocational Education.

Report No.—VT-102-963

Pub Date—Oct 75

Note—81p.; For related document, see CE 007 436 ; Prepared By Dept. of Secondary/Post Secondary Education

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—*Administrator Guides, *Advisory Committees, *Guidelines, School Community Relationship, State School District Relationship, *Vocational Education

Identifiers—*Virginia

Prepared for local directors of vocational education, the guide may also serve as a reference for school board members, school administrators, teachers, and the vocational education advisory committee members. It presents the relationship between the local committee and the State and National Advisory Council on Vocational Education and relates this structure to the need for developing local committees in Virginia. Chapters provide information on concepts, functions, and organizational structure; procedures in establishing the committee; and recommendations for self-evaluation and continued involvement. Appendixes comprise about half the document (37 pages) and contain supportive information on the role of the State Division of Vocational Education and the purpose and function of advisory committees; samples of operational guidelines, forms, by-laws, and self-evaluation criteria; a glossary; and bibliography. (Author/RG)

ED 124 800 CE 007 436

Ramey, Walter S.

Guidelines and Resources for the Development, Implementation, Operation and Evaluation of Local Advisory Committees or Councils. Final Report.

Virginia Commonwealth Univ., Richmond.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—VT-102-964

Pub Date—Feb 76

Note—72p.; For the Guidelines developed by this project, see CE 007 435 ; Prepared By Dept. of Secondary/Post Secondary Education; Tables in Appendix A may reproduce poorly due to print quality

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Administrator Guides, *Advisory Committees, Data Collection, Program Planning, Research Projects, School Community Relationship, School Surveys, *State Programs, State School District Relationship, *Vocational Education

Identifiers—*Virginia

The purpose of the project was to publish a State guide for local directors of vocational education that would facilitate the establishment of general vocational education advisory committees in 115 of the 130 local school divisions in Virginia by 1980. Specific objectives were to: (1) develop and publish guidelines for organizing and operating local vocational advisory committees, (2) compile a reference file of current publications--research and inservice materials on vocational advisory committees, and (3) accumulate information concerning the status of committees in the State and assess the attitudes of local schools and communities toward use of advisory committees. Detailed in the document are the procedures implemented to achieve these goals, which resulted in the publication and dissemination of "A Guide for the Organization and Operation of Local Advisory Committees for Vocational Education". The materials collected and results of a survey on local status of advisory committees provided direction for the writing of the guide. Recommendations are presented to supplement use of the guide in school districts. Appendixes include the survey instrument, tabulation of the findings, and extensive correspondence relating to review of the draft copy of the guide and comments on the completed publication. (Author/RG)

ED 124 802 CE 007 444

Annual Evaluation of Vocational-Technical Education in American Samoa. 1975.

American Samoa Advisory Council on Vocational Education, Pago Pago.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—VT-102-986

Pub Date—Dec 75

Note—36p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Advisory Committees, Annual Reports, Elementary Secondary Education, Post Secondary Education, *Program Evaluation, State Programs, *Statewide Planning, *Vocational Education

Identifiers—*American Samoa

Activities of the American Samoa Advisory Council on Vocational Education upon which the annual report is based include observations, participation in conferences and workshops on education and training, review of reports from educational and manpower agencies, results of special studies, and review of the State plan for vocational education. The 15 recommendations presented for consideration relate mainly to funding, implementation of career education activities, counselor training, legislation, and planning. The report also contains: brief descriptions of the postsecondary program offerings, comments on funded research projects, an evaluation of the goals and priorities as set forth in the State plan, an evaluation of the effectiveness with which people and their needs are served, and the extent to which previous Council recommendations have been implemented. Although needs have been identified by the Council in several areas, little action has been taken on past recommendations, and the Council has not been encouraged to serve as an effective agent for improving vocational education. (RG)

ED 124 803 CE 007 447

Vocational Education and Technical Education. Evaluation Report 1975.

South Carolina State Advisory Council on Vocational and Technical Education, Columbia.

Report No.—VT-102-989

Pub Date—Dec 75

Note—46p.; For related document, see CE 007 446

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Advisory Committees, Annual Reports, Program Descriptions, *Program Evaluation, *State Programs, *Vocational Education

Identifiers—South Carolina

This is the sixth annual evaluation report of the South Carolina Advisory Council on Vocational and Technical Education. Information is provided about program growth in terms of enrollment figures, changes in enrollment from 1973-74 to 1974-75, and number and types of programs. The State goals for vocational and technical education are presented, and the dual delivery system of the State is described. Data are also provided about numbers of technical institutions, campuses, curriculum programs, continuing education programs, community services, secondary vocational education programs, industrial services, and Federal manpower programs. The report examines a few high-interest, special topics with an emphasis on supporting data. These topics are articulation and coordination between vocational and technical education, adequacy of programs and services, utilization of Comprehensive Employment and Training Act funds for vocational education, potential impact of change in veterans' educational benefits, and vocational and technical services for the handicapped. The report also reviews the recommendations and responses of the previous year's report and offers recommendations for the current year. A list of the advisory council membership is appended along with a brief history of the council. (NJ)

ED 124 804 CE 007 448

Providing Special Teacher Education Services to Selected Vocational Programs in Minnesota.

Minnesota Univ., Minneapolis. Dept. of Vocational and Technical Education.

Spons Agency—Minnesota State Dept. of Education, St. Paul. Div. of Vocational and Technical Education.Office of Education (DHEW), Washington, D.C.

Report No.—VT-102-990

Pub Date—75

Note—227p.; Parts of some of the University of Minnesota Communications Bulletins and Information Service Series leaflets will not reproduce well in microfiche due to lightness of type

EDRS Price MF-$0.83 HC-$12.71 Plus Postage.

Descriptors—*Beginning Teachers, Delivery Systems, *Individualized Instruction, Inservice Courses, *Instructional Materials, Models, *Performance Based Teacher Education, Post Secondary Education, Secondary Education, Vocational Education, *Vocational Education Teachers

The purpose of this project was to develop and field test a model for delivering teaching competency instruction to inexperienced vocational teachers. An off-campus course was developed utilizing six individualized learning packages or modules based on 38 competencies considered most important for beginning teachers. Twelve teachers from the three participating vocational schools were selected to field test the course. Each group of three students received assistance and support from a local and a university resource person. Results of the field test and evaluation of the course by students, resource persons, and project staff provide the basis for recommendations for future planning of similar delivery systems. Included in the document are a bibliography, instrument for establishing competency priorities, course resource materials, and, comprising 180 pages, the complete texts of the six modules: audiovisual equipment and materials, writing behaviorally-oriented objectives, overview of developing and planning a course, constructing a lesson plan, planning and executing an introduction and summary for a lesson, and selecting and executing the different teaching strategies. Each module contains an introduction, performance objectives, references, equipment and materials needed, directions related to what and how to study, resource information about the topic, learning activities, test questions, self-evaluation checklist, and evaluation of the module. (Author/RG)

ED 126 228 CE 005 683

Lindstrom, Phyllis And Others

The Language of Writing in a Communication Skills Series: Skills for Leisure, Careers, and Self-Development.

Robbinsdale Independent School District 281, Minn.

Spons Agency—Minnesota State Dept. of Education, St. Paul. Div. of Vocational and Technical Education.

Pub Date—Jun 73

Note—335p.; Some exhibits may not be legible due to poor print quality of original

EDRS Price MF-$0.83 HC-$18.07 Plus Postage.

Descriptors—Activity Learning, *Career Education, Communication Skills, *Composition Skills (Literary), *Curriculum Guides, Discovery Learning, English Curriculum, English Instruction, *Instructional Materials, Integrated Curriculum, Job Skills, Language Arts, Learning Activities, Low Achievers, *Noncollege Preparatory Students, Secondary Education, Self Expression, Spelling Instruction, Vocabulary Development, Worksheets, Writing, Writing Exercises, *Writing Skills

The English curriculum comprising the document was written specifically for students deficient in composition by a team of English teachers from a Minnesota high school, in response to the expressed needs of their colleagues in the Robbinsdale area. The content is fitted into a career-related schema, ungraded and experience-based. For example, in one of the curriculum's series of open-ended exercises, students interview employed acquaintances to determine what communication skills their work requires, gather samples of actual job-related written communications, and evaluate them. The book is divided into five sections: (1) revealing oneself through language, (2) situational factors (audience, purpose, occasion), (3) organizing the message, (4) forming the message, and (5) mechanics. Each of the first four sections contains statements of basic assumptions and objectives, several sequential, self-directed learning activities related to the topic, and several supplementary teacher-directed activities. The fifth section, comprising more than one-third of the book, contains 12 Skillpacs, which are series of worksheets designed to teach spelling and vocabulary and to aid students while they are learning the processes of organizing and forming messages. Pretests, post-tests, and teachers' guides are included. All the sections are color-coded. (AJ)

ED 126 229 CE 005 960

Barrett, Gerald V. And Others

The Relationship Between Individual Attributes and Job Design: Monitoring Tasks. Technical Report No. 4.

Akron Univ., Ohio. Dept. of Psychology.

Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Pub Date—30 Jun 75

Contract—NONR-N00014-74-A-0202-0001

Note—97p.; For related reports, see ED 113 488-489 and CE 005 961

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—*Comparative Analysis, Data Analysis, *Individual Characteristics, *Job Satisfaction, *Performance Factors, Performance Tests, Tables (Data), *Task Performance, Work Attitudes, Work Environment

The study focused on the individual attributes predictive of performance and work satisfaction in two contrasting work situations: (1) with a simple task to be perceived as low on job structural attributes (LJSA) and (2) with a more complex task designed to have a higher level of job structural attributes (HJSA). The job structural variables of job complexity, variety, responsibility, and external feedback were manipulated. It was expected that different attributes and combination of attributes would be predictive in the two task situations. A sample of 33 male and 25 female undergraduate students participated in the experiment. The data are presented, with lengthy discussion, in 38 tables which comprise the major portion of the document. The results demonstrate the strong influence of individual attributes upon performance and satisfaction on two monitoring tasks with different job structural attributes, and also indicate that complex interactions between individual and job structural attributes determine task performance and satisfaction. A list of references is included. (Author/EC)

ED 126 230 CE 005 961

Barrett, Gerald V. And Others

The Relationship Between Individual Attributes and Job Design: Maintenance Tasks. Technical Report No. 5.

Akron Univ., Ohio. Dept. of Psychology.

Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Pub Date—30 Jun 75
Contract—NONR-N00014-74-A-0202-0001
Note—112p.; For related reports, see ED 113488-489 and CE 005 960
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors—*Comparative Analysis, Data Analysis, Individual Characteristics, *Job Satisfaction, *Performance Factors, Performance Tests, Tables (Data), *Task Performance, *Work Attitudes, *Work Environment

The study integrates various elements of past approaches to job design. It focuses on determining individual characteristics associated with performance and work satisfaction on a simulated maintenance task designed to be seen as low in job structural attributes (LJSA) by one group and the same task designed to be perceived as high in job structural attributes (HJSA) by a second group of subjects. Simple and multiple associations of quantity, quality, and satisfaction of individual differences in ability, personality, and preference measures were examined under these two manipulated job characteristic conditions. A sample of 26 male and 34 female undergraduate students, divided into low and high condition groups, participated in the experiment which consisted of three phases: (1) test battery designed to measure general and specific abilities, (2) the Rod and Frame Test and the Attribute Preference Scale, and (3) the actual experimental task. The results indicated that the psychologically manipulated expectations of task structural attributes moderated the relationships between ability measures and both quantity and quality of performance and task satisfaction. The data are presented in 49 tables. Appended materials include a list of references and additional tables. (Author/EC)

ED 126 231 CE 005 991
McMichael, Judith
School Bus Accidents and Driver Age.
North Carolina Univ., Chapel Hill. Highway Safety Research Center.
Spons Agency—Governor's Highway Safety Program Office, Raleigh, N.C.
Pub Date—Dec 74
Note—103p.; Appendices A, B, C, E will not reproduce well in microfiche due to small type
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors—*Age Differences, *Age Groups, Bus Transportation, *Comparative Analysis, Motor Vehicles, Participant Characteristics, Performance Factors, Questionnaires, *School Buses, *Traffic Accidents, Youth
Identifiers—*Driver Performance, North Carolina

The study examines the rates and types of school bus accidents according to the age of the school bus driver. Accident rates in North Carolina for the school year 1971-72 were analyzed using three sources of data: accident reports, driver and mileage data, and questionnaires administered to a sample of school bus drivers. Data were obtained on 10,508 drivers and an annual mileage of 74,110,890 miles. Results were analyzed statistically in the areas of: accident per driver age group, accident rates per million vehicle miles, accident severity, report categories, injury accidents, injuries by passenger miles, accident type, violations, location of accident, time of accident, weather and road conditions, driver experience, the other driver, and driver characteristics. Findings did not show a simple age-related curve. Student drivers (age 16 through 20 years) had a higher accident rate than adult drivers (age 21 and over) with 16-year olds having the highest rate and 20-year olds the second highest. The final 67 pages of the document contain 44 tables, graphs, a two-page bibliography, and eight appendixes (sample traffic accident and school bus accident reports, a sample school bus driver questionnaire, and supplemental statistical information on bus drivers). (Author/BP)

ED 126 232 CE 005 992
Council, Forrest M. And Others
An Evaluation of North Carolina's Multi-Vehicle Range Program In Driver Education: A Comparison of Driving Histories of Range and Non-Range Students.
North Carolina Univ., Chapel Hill. Highway Safety Research Center.
Spons Agency—Governor's Highway Safety Program Office, Raleigh, N.C.
Pub Date—Aug 75
Note—65p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—*Comparative Analysis, Cost Effectiveness, *Driver Education, Educational Programs, Participant Characteristics, *Program Effectiveness, Teaching Methods, Traffic Accidents, Traffic Safety

The study compared the driving histories, for the first six months and first two years following licensing, of drivers who had received two types of driver training in high school in 1971. The subjects were 1644 drivers who had been trained on multi-vehicle ranges and 1759 who had received the traditional "30 and 6" training (30 hours of classroom instruction and 6 hours of behind-the-wheel instruction). It attempted to determine whether the differences in training brought about by the construction of range facilities in North Carolina has resulted in additional benefits in terms of accident savings or increased output of trained students. The study analyzed three major variables: (1) non-driving related (age, race, sex, I.Q., etc.), (2) accident involvement, and (3) violation histories, for the two groups. A categorical analysis of the data indicated no significant differences between the range group and the "30 and 6" group in terms of accident involvement but the traditional groups had somewhat fewer accidents and violations, although the difference was not significant. Inconclusive differences were noted when the results were analyzed by race and sex. A cost effectiveness analysis revealed that the cost per student was higher in the range program. The limitations and implications of the study are discussed. (Author/BP)

ED 126 233 CE 005 993
King, Alfred S.
The Prospect of Motorcycle Safety Education in Secondary Schools.
Pub Date—21 Nov 74
Note—5p.; Remarks presented at the North Carolina Conference on Highway Safety (Chapel Hill, North Carolina, November 21, 1974)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Driver Education, *Educational Needs, Motor Vehicles, Program Planning, *Safety Education, *Secondary Education, Traffic Safety
Identifiers—*Motorcycles

Motorcycle safety education will become a necessity in the near future due to the growing demands of secondary students for education in this area. The Motorcycle Safety Foundation is sponsored by major motorcycle industries and is involved with developing programs and materials to promote motorcycle safety education. The high rate of motorcycle accidents during the first few months of motorcycle driving supports the need for motorcycle safety education in secondary schools. A program of this sort should be voluntary and come after the student has completed driver education instruction. Motorcycles can be obtained by schools with the cooperation of motorcycle dealers. Finally, local support is necessary to guarantee the initiation, continuation, and success of motorcycle safety education programs. (Author/EC)

ED 126 234 CE 005 994
Padgett, Susan S.
The Evaluation of the North Carolina K-9 Traffic Safety Curriculum: Methodology, Findings, and Recommendations.
North Carolina Univ., Chapel Hill. Highway Safety Research Center.
Pub Date—Sep 75
Note—9p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Behavior Change, *Curriculum Evaluation, *Elementary Secondary Education, *Evaluation Methods, Knowledge Level, *Safety Education, Teacher Attitudes, *Traffic Safety

The evaluation of the traffic safety curriculum as presented to K-9 students in North Carolina focused on three areas: (1) the extent to which students acquired the information included in the curriculum, (2) the extent to which students showed a change in their actual pedestrian and bicyclist behavior, and (3) the extent to which teachers made use of the curriculum materials. The extent of knowledge was measured through a comparative test of experimental and control groups of Grades 3, 6, and 9 students. A filming system was developed to record actual pedestrian and bicyclist behavior of students from experimental and control schools. Finally, questionnaires were developed to determine the attitude of teachers towards the curriculum materials. The findings of the study revealed the following: (1) Grades 3 and 6 students exposed to the curriculum showed significant increases in knowledge compared to students in control schools, but no significant differences were found at the Grade 9 level, (2) the behavior observed did not show the type of effects expected, and (3) the results of the questionnaire (90.5% return) indicate that traffic safety curriculum was generally accepted and used by teachers. (Author/EC)

ED 126 235 CE 005 995
Allen, John A., Jr. Soliday, Stanley M.
Age and Sex Factors in the Control of Automobiles.
North Carolina Univ., Chapel Hill. Highway Safety Research Center.
Spons Agency—Governor's Highway Safety Program Office, Raleigh, N.C.
Pub Date—Feb 72
Note—21p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Age Differences, Age Groups, *Comparative Analysis, *Females, *Males, *Motor Vehicles, *Performance Factors, Sex Differences, Skill Analysis
Identifiers—*Driver Performance

The study investigated age and sex in the control of an automobile under normal driving conditions. Its major purpose was to gather baseline data for a driver license, road testing program. Forty volunteer subjects (10 men and 10 women over 30, 10 men and 10 women under 30) drove a specially instrumented car over an interstate highway course and a heavily traveled urban course. The following variables were measured: total trip time, miles traveled, speed changes, lane changes, fine steering reversals, accelerator reversals, brake applications, and average speed. Several differences were found between vehicle control patterns of the men and women. Several smaller differences appeared between age groups. Finally, a comparison of interstate data with that of a previous study revealed consistency between groups, but a significant difference with respect to lane changes. As expected, the type of roadway had a profound effect on the control patterns of all subjects. (Author/BP)

ED 126 236 CE 005 996
Council, Forrest M. And Others
Emergency Skills Resources for Range-Related Driver Education.
North Carolina Univ., Chapel Hill. Highway Safety Research Center.
Pub Date—Sep 75

Note—40p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Accident Prevention, *Curriculum Development, *Driver Education, Educational Programs, *Educational Research, Literature Reviews, Safety Education, Secondary Education, *Skill Development, State Programs, Traffic Safety
Identifiers—Emergency Driving Skills

The document presents a rationale for expanding the current emergency skills curriculum in North Carolina's 18 multi-vehicle range laboratories for driver education, and includes a review of past and current programs in other locations, a review of past North Carolina accident studies directly related to this area, and a recommended set of resources. A variety of driver education research studies with relevant accident data are examined in a review of literature. The skills needed to react properly in an emergency situation are discussed, in terms of various programs and their results, and the feasibility for implementing these skills into existing programs is examined. Recommendations for emergency driving skills resources include the implementation of a small scale pilot program that could be accurately evaluated, and the teaching of the following maneuvers in existing driving ranges: (1) serpentine maneuver, (2) evasive maneuver, (3) controlled braking, (4) off-road recovery, (5) skid control, and (6) mechanical emergencies. Information regarding space requirements, materials needed, diagrams, and cost, where determined, are included. Appended material includes a General Motors accident research bibliography of 18 titles, and a summary of maneuvers in other programs. (LH)

ED 126 237 CE 005 997

Council, Forrest M. And Others
Effect of Range Training: Comparison of Road Test Scores for Driver Education Students.
North Carolina Univ., Chapel Hill. Highway Safety Research Center.
Spons Agency—Governor's Highway Safety Program Office, Raleigh, N.C.
Pub Date—[75]
Note—29p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Analysis of Variance, *Comparative Analysis, *Driver Education, *High School Students, *Performance Factors, Secondary Education, Tables (Data), *Teaching Methods, *Test Results, Tests

The study compared the driver licensing test performance of two groups of driver education students: those involved in North Carolina's multi-vehicle range program and students in the "30 and 6" program (30 hours of class instruction and six hours of "behind the whell" instruction). It evaluated the performance of 3,049 applicants (all aged 16 and 17) based on the driver license examination with emphasis on the road test portion. Road test data were collected between December 1974 and May 1975 and included: age, sex, race, driver license number, performance on maneuvers, number of items missed on signs and rules tests, driving test score, school where driver education was taken, whether student had a learner's permit, and driver education certification number. Three basic types of analyses were conducted: (1) comparison of failure rates, (2) comparison of mean scores, and (3) analysis of variance calculations. The analyses conducted indicated very little difference between the range and "30 and 6" groups with the "30 and 6" group showing slightly higher road test scores. The results pointed out a need for continued improvement in the range curriculum. (Author/BP)

ED 126 238 CE 005 998

Waller, Patricia F.
Have the Schools Failed?
Spons Agency—Governor's Highway Safety Program Office, Raleigh, N.C.
Pub Date—24 Jun 73
Note—21p.; A paper presented to the annual American Medical Association–American School Health Association, Session on School Health (New York, New York, June 24, 1973)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Change Strategies, *Curriculum Development, *Driver Education, *Educational Accountability, Educational Assessment, Educational Improvement, *Educational Strategies, Relevance (Education), Secondary Education, Speeches

To use the school curriculum to achieve the goal of producing more knowledgeable citizens who have an appreciation for highway safety would require extensive preparation of attractive, innovative teaching materials. However, it would not be difficult to incorporate knowledge and skills relevant to safe driving in other courses and to ensure its carry over to driver education. Examples of such information are cited from the science, government, social studies, biology, sociology, psychology, and health curricula. A procedure is suggested that may provide relatively high payoff per dollar spent when compared with possible alternatives, e.g., elaborate expansion of driver education programs to provide increased behind-the-wheel training. A program of graduated licensing involving parental participation and official endorsement at several levels of proficiency would require convincing parents, license administrators, enforcement personnel, and driver education personnel of its value. As to the question, "Have the Schools Failed?" the answer depends very much on what the schools were expected to do. Given the resources available and the state of the art in driver education, the schools do not appear to have done badly. Yet even limited resources can always be used more effectively. (Author/LH)

ED 126 239 CE 006 766

Castner, David H.
An Evaluation Design for School-Based Career Education Programs. Final Report.
Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.
Spons Agency—Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
Pub Date—Jun 73
Note—122p.; Appended material was removed by the author
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors—*Career Education, Data Analysis, Data Collection, *Educational Assessment, Educational Research, Elementary Secondary Education, Evaluation Criteria, *Evaluation Methods, Evaluation Needs, Information Needs, Information Utilization, *Measurement Techniques, *Program Evaluation, Program Improvement

The document presents the final report of a study to develop an evaluation design capable of aiding local agencies in measuring the effectiveness of their school-based, K-12, career education programs. Chapter 1 discusses the problem area examined and includes a summary, objectives, rationale, and limitations of the study as well as a definition of terms. Chapter 2 presents a brief discussion of the methods used in the study. Chapter 3 includes the evaluation design developed and a discussion of the study results in terms of: (1) a definition of evaluation, (2) the integrated evaluation design correlating four stages of evaluation with four stages of program improvement, and (3) tasks and considerations involved in developing and administering the evaluation design. Tasks and considerations discussed are: suggested variables of information needed for the four evaluation stages, suggested methods and instruments useful in data collection, suggested methods for analyzing and treating information, feedback procedures and formats, and criteria for assessing the adequacy of the evaluation design. A reference list of 151 titles is included and 16 figures and 3 tables supplement the text. (LH)

ED 126 240 CE 006 829

Upgrading and Credentialling Paraprofessionals: Developing New Models in Human-Service Occupations. Final Report for Phase I.
National Committee on Employment of Youth, Washington, D.C.
Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.
Pub Date—[72]
Contract—DLMA-82-34-70-29
Note—88p.
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—*Career Ladders, Child Care Workers, *Credentials, Drug Addiction, *Human Services, Inservice Education, *Manpower Development, Minority Groups, *Models, Nurses, Occupational Therapists, *Paraprofessional Personnel, Performance Based Education, Promotion (Occupational), Public Health, Service Occupations, Staff Improvement, Teachers

The final report for Phase 1 of the National Committee on Employment of Youth (NCEY) demonstration project for upgrading and credentialling paraprofessionals in human-service occupations to intermediate and professional positions is directed to the occupations of: (1) addiction services worker, (2) occupational therapist, (3) public health nursing, (4) classroom teacher, and (5) child care worker. The five occupations, which were selected from more than 25 human-service occupations surveyed by NCEY, appeared to offer the most potential for successful models. The major goal of Phase 1 was to develop processes, criteria, and methodology for redesigning staffing patterns and training curricula. More than three-fourths of the document consists of individual chapters which discuss each occupation and describe significant and distinctive model features, progress in developing the model, and future steps. Similar features of the five models include: promotional systems based on performance-based criteria, collaboration of recognized institutions to develop alternative routes to more relevant credentials, academic credit toward advancement and transferable credentials, work sites used as learning sites for in-service training, and year-round operation. All are directed toward low-level, human service employees largely representing minority groups. (Author/EA)

ED 126 241 CE 006 869

Driver Education Curriculums for Secondary Schools: User Guidelines. Safe Performance Curriculum and Pre-Driver Licensing Course. Final Report.
Central Missouri State Coll., Warrensburg.Human Resources Research Organization, Alexandria, Va.
Spons Agency—National Highway Traffic Safety Administration (DOT), Washington, D.C. Office of Driver and Pedestrian Research.
Pub Date—Sep 74
Contract—DOT-HS-003-2-427
Note—120p.; Appendix F may not reproduce well in microfiche
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors—*Curriculum Guides, *Driver Education, Evaluation Methods, Secondary Education, *Tests, Unit Plan

The essential characteristics of the Safe Performance Curriculum and the Pre- Driver Licensing Course are described, and the administrative guidelines for their implementation provided. The course was pilot tested in the Kansas City, Missouri school system in 1973 and 1974. The instructional approach uses a combination of independent study, classroom instruction, guided learning, range and on-street instruction, and adult supervision. The

Safe Performance Curriculum is presented in eight units: introduction, basic control skills, normal driving, environmental factors, complex perceptual skills, driver influences, emergency skills, and nonoperational tasks. An outline of these units is followed by brief descriptions of the evaluation measures used in the pilot test: pre/post driving knowledge test, unit knowledge tests, basic skills range test, perceptual skills test, evasive range test, on-road performance test, and an attitude measure. Scheduling requirements and a list of equipment and facilities needed are outlined. Three-fourths of the document consists of appended material, including the following tests, with administrator guidelines: driving knowledge, unit knowledge, basic skills range, on-road performance, and general driving knowledge (attitude). The master course schedule and project staffing requirements are also appended. (Author/SA)

ED 126 242 CE 006 901

Development and Implementation of a Model Regional Information System for Vocational-Technical Education. Final Report. Vol. 1.

Tennessee Univ., Knoxville. Occupational Research and Development Coordinating Unit.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Jan 76

Contract—OEG-0-74-1747

Note—48p.; For volume 2, see CE 006 902

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Administrator Attitudes, Information Dissemination, Information Needs, *Information Systems, *Models, Needs Assessment, Program Descriptions, *Program Development, Program Evaluation, Questionnaires, Regional Planning, *Regional Programs, Tables (Data), Technical Education, *Vocational Education

Identifiers—Appalachia

Volume 1 of the report, covering the period July 1, 1974 to December 31, 1975, describes project goals, phases of operation, procedures followed, and results. Three planning and development districts in Appalachia were involved: Tennessee, North Carolina, and Virginia (encompassing an 18 county area). Three principal project goals were: (1) to develop a model regional information system for vocational technical education, (2) to test that model, and (3) to determine the feasibility of regional research and development efforts for information systems in terms of sharing information across political and geographic boundaries, range and scope of information requests, and problems in tracking manpower. Phases of operation included development of information files, user inservice training, system operation, and system evaluation. Results of a 57-item needs assessment questionnaire given to 40 administrators (with 36 responding) are discussed, while a data collection section reports on the sources used and variables considered. Twenty-five administrators, participants in a two-day workshop, evaluated the model, concluding that the Regional Information System offers great potential as a planning tool for vocational-technical education. Rankings are presented in tabular form. Further implementation considerations and recommendations are discussed. (MW)

ED 126 243 CE 006 902

Development and Implementation of a Model Regional Information System for Vocational-Technical Education. Final Report. Vol. 2.

Tennessee Univ., Knoxville. Occupational Research and Development Coordinating Unit.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Jan 76

Contract—OEG-0-74-1747

Note—127p.; For volume 1, see CE 006 901. Appendices C-L will not reproduce well in microfiche due to poor quality of computer printout

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—Administrator Attitudes, Data Analysis, Information Sources, *Information Systems, *Models, Program Attitudes, Program Costs, Program Development, *Program Evaluation, Regional Planning, *Regional Programs, Student Attitudes, *Tables (Data), Technical Education, *Vocational Education

Identifiers—Appalachia

Volume 2 of the report on the development and implementation of a model regional information system for vocational-technical education consists of appendixes to volume 1 and includes the following supportive data and project materials: (1) information sources used by 36 administrators in Appalachian regions of Tennessee, North Carolina, and Virginia; (2) regional information system data sources; (3) regional information coding system; (4) selected data by county; (5) occupational demand subfiles; (6) program cost projections; (7) sources of occupational training; (8) evaluation of vocational programs and of employment by secondary area vocational technical school (AVTS) graduates; (9) employment status according to secondary and AVTS graduates; (10) facilities and equipment; (11) rules, regulations and certification; (12) individual and composite data packs; (13) evaluations of student file, personnel file, occupational demand file, county information file, and the Regional Information System (RIS); and (14) guidelines for a user's manual. (MW)

ED 126 246 CE 007 252

Hendrix, William H.

Selection and Classification Using a Forecast Applicant Pool.

Air Force Human Resources Lab., Lackland AFB, Tex. Occupational and Manpower Research Div.

Spons Agency—Air Force Human Resources Lab., Brooks AFB, Texas.

Report No.—AFHRL-TR-76-13

Pub Date—Jun 76

Note—10p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Data Analysis, Enlisted Personnel, *Individual Characteristics, *Job Applicants, *Military Personnel, *Models, *Predictive Measurement

Identifiers—*Air Force, *Military Enlistment Projections

The document presents a forecast model of the future Air Force applicant pool. By forecasting applicants' quality (means and standard deviations of aptitude scores) and quantity (total number of applicants), a potential enlistee could be compared to the forecasted pool. The data used to develop the model consisted of means, standard deviation, and total number of applicants taking the Airman Qualifying Examination for entry into the Air Force during 1971-74. Data from the first two years were used to develop the model, and data from the last two years were used to test the accuracy of the model by forecasting each month over the last two-year period. The research data indicated that the forecast model provides an accurate forecasting technique for aptitude means and standard deviation. However, in forecasting the total number of applicants by month, the technique is less adequate. (Author/EC)

ED 126 247 CE 007 253

Watson, William J. Goody, Kenneth

Matching Job Education Requirements with Candidates' Educational Attainments–A Pilot Methodological Study.

Air Force Human Resources Lab., Lackland AFB, Tex. Occupational and Manpower Research Div.

Spons Agency—Air Force Human Resources Lab., Brooks AFB, Texas.

Report No.—AFHRL-TR-75-79

Pub Date—Dec 75

Note—20p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Academic Achievement, *Academic Records, *Documentation, *Educational Assessment, Educational Background, Evaluation Methods, *Military Personnel, *Officer Personnel, Recordkeeping

Identifiers—Air Force, *Educational Profiles

The traditional methods for documenting educational achievements have limited application for prescribing desirable and mandatory educational prerequisites for service in the various officer utilization fields of the Air Force. The document describes an educational profile that was developed to display a candidate's educational achievements in a simple, standard, quantified format. Problems presented by the current system of assessing educational qualifications are discussed. The education profile has the following characteristics: (1) it displays all essential information of the candidate's college education in a simple standard format, (2) data are quantified whenever possible, (3) it permits fine discrimination in areas of Air Force interest, and (4) it expands to form the basis of a permanent education record for the duration of an officer's career. The research indicated that college transcripts can be condensed and quantified into educational profiles with a high degree of reliability, particularly in some utilization fields. One-half of the document contains the following appended materials: (1) officer education profile and definition of education categories profile, (2) profile score sheet, (3) instructions for use of profile score sheet, (4) typical completed officer education profile, and (5) predictor variables used to quantify data in educational profiles. (Author/EC)

ED 126 248 CE 007 254

Young, Anne McDougall

Going Back to School at 35 and Over. Special Labor Force Report 184.

Bureau of Labor Statistics (DOL), Washington, D.C.

Pub Date—Dec 75

Note—12p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Adult Characteristics, *Adult Students, *College Attendance, Higher Education, Labor Force, National Surveys, Sampling, *Secondary Schools, *Statistical Surveys, *Student Enrollment, Vocational Development, *Vocational Schools

The report, based on a 1974 sample of 47,000 households, describes the school enrollment of older adults working toward a high school or college diploma or a trade school certificate. Data, summarized in narrative and tabular form, show that two-thirds of the one and one-half million students age 35 and over in the United States were enrolled in college (including 285,000 in graduate school), and about 400,000 were attending trade or vocational school. The remainder (80,000) were enrolled in high school. About 14% of the adults in school were black. Women students in the group generally had higher labor force participation rates, age for age, than women in the population as a whole. Younger male students in the group had rates similar to those of their nonstudent contemporaries. The rate for male students 45 and over was substantially higher than for nonstudents. This finding suggests that older persons in school had a very strong attachment to the work force, and their school enrollment was therefore ancillary to career development. A four-page explanatory note briefly describes the basic labor force concepts, sample design, estimating methods, and reliability of the data. (Author/MS)

ED 126 249 CE 007 257

Introduction to Apprenticeship. Unit 1. A Core Curriculum of Related Instruction for Apprentices.

New York State Education Dept., Albany. Bureau of Occupational and Career Curriculum Development.

Pub Date—75

Note—41p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Apprenticeships, *Course Content, *Curriculum Guides, Learning Activities, Program Administration, *Teaching Guides, Trade and Industrial Education, *Unit Plan

The document is one of nine units developed to provide relevant instruction to apprentices preparing for a variety of trades. The program provides sufficient flexibility for the development of instruction to meet the specific needs of apprentices with differing backgrounds and expectations. The introductory unit consists of five modules designed as self-contained instructional packages which can be used selectively to meet individual and program needs. The modules cover the following topics related to apprenticeship: the agreement and parties involved in the program, costs and benefits of training, legal aspects, historical background, and how to study effectively. The objectives of each module are expressed in terms of expected terminal student performances, and references are listed. The remainder of each module is presented in a three-column format which correlates content with instructional suggestions and background information. The unit also contains sections on administrative considerations and instructional considerations. (Author/MS)

ED 126 250 CE 007 258

Studio in Advertising Design, Fashion Design and Illustration, Product Design, Stage Design. Volume 3: Advanced Elective Courses in Art for Grades 10, 11, or 12.

New York State Education Dept., Albany. Bureau of Secondary Curriculum Development.

Pub Date—74

Note—78p.; For volumes 1 and 2, see ED 100 747 and ED 110 409; Photographs will not reproduce in microfiche

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Art Activities, Art Education, *Clothing Design, *Commercial Art, *Course Descriptions, Curriculum Guides, *Design, *Secondary Education, *Stages, Teaching Guides

Identifiers—*Studio Courses

The document provides teaching guidelines and information on advance elective courses in a studio art program for grades 10, 11, and 12. The courses are presented in four sections: (1) studio in advertising design–advertising and production, lettering, illustrating, and color reproduction; (2) studio in fashion design and illustration–elements and principles of design and fashion in advertising; (3) studio in product design–role of the designer, implications of product design, and mechanical drawing; and (4) studio in stage design–unity of sets, lighting, costume, and makeup. Each section begins with a brief course description, scope, and student objectives. Historical backgrounds and recent trends in each area are presented. The skills necessary for the different areas of designing are discussed as well as various aspects related to the subject matter. Suggestions are provided for learning activities, independent projects, discussion topics, presentations, and reading materials. (EC)

ED 126 251 CE 007 259

Basic Principles of Animal Science. Reprinted.

Florida State Dept. of Education, Tallahassee.

Report No.—Bull-72F-5

Pub Date—Apr 76

Note—45p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Agricultural Education, *Animal Science, Instructional Materials, *Livestock, *Reference Books, Secondary Education, Unit Plan, Vocational Agriculture

The reference book is designed to fulfill the need for organized subject matter dealing with basic principles of animal science to be incorporated into the high school agriculture curriculum. The material presented is scientific knowledge basic to livestock production. Five units contain specific information on the following topics: anatomy and physiology of farm animals (nine physiological systems), nutrition of farm animals (feeds, nutrients, quality of protein, classification of feedstuffs, characteristics of concentrates, roughage and good ration, nutritional deficiencies, and feed additives), environmental factors that affect physiology (temperature, light, and moisture), diseases of farm animals (classification, causes, indicative physiological changes, and principles of control), and common parasites of farm animals (classification, life-cycles, economic importance, and principles of control). A question-answer format is used, with answers given in paragraph and outline form. (Author/MS)

ED 126 254 CE 007 263

Copa, George H. And Others

Factors, Priorities, and Information Needs in Planning Vocational Education: Views of Selected Educational Planners in Minnesota.

Minnesota Research Coordinating Unit for Vocational Education, Minneapolis.

Pub Date—Mar 76

Note—68p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Content Analysis, *Data Analysis, Decision Making, *Educational Planning, Information Needs, Needs Assessment, *Program Planning, Simulation, Tables (Data), *Vocational Education

The study was designed to identify the factors, priorities, and information needs of vocational educational planners in Minnesota. Questions were formulated which focused on types of vocational programs, number of programs, schedule, and location of programs. Procedures for identifying factors, priorities, and information needs included (1) use of simulation and content analysis, (2) developing simulation exercises and an information base, (3) developing data collection and analysis techniques, and (4) pilot testing of procedures. Participants of the study (educational planners from local and State educational agencies involved in vocational education, persons outside vocational education, and persons not involved in education) underwent eight simulation exercises in two days. A content analysis of the written individual position papers and the tape recorded group sessions for each of the exercises was conducted. There were 173 factors cited which were categorized under satisfaction, satisfactoriness, efficiency, alternative sources, quality, equal opportunity, legal, and mutual satisfaction. A discussion of the results and implications of the study are presented. A list of five recommendations is included. Appended materials include a description of a pseudo State, a sample simulation exercise, factors cited by participants, and information requested by participants. (Author/EC)

ED 126 255 CE 007 267

Bisconti, Ann Stouffer Gomberg, Irene L.

Careers in the Private Sector–A National Study of College Graduates in Business and Industry. Report No. 6.

College Placement Council, Bethlehem, Pa.

Pub Date—76

Note—32p.

Available from—The CPC Foundation, P.O. Box 2263, Bethlehem, Pennsylvania 18001 ($5.00)

Document Not Available from EDRS.

Descriptors—*Business, Career Choice, *College Graduates, Comparative Analysis, Data Analysis, *Employment Patterns, Followup Studies, *Graduate Surveys, *Individual Characteristics, *Industry, Salaries, Tables (Data)

Three out of ten college graduates and other advanced degree recipients enter employment in private companies. The document focuses on this situation and describes the characteristics of two cohorts of college graduates (who entered college in 1961 and 1966) several years after graduation (1971). The study is based on responses from 127,212 graduates who were freshmen in 1961 and 254,480 graduates who were freshmen in 1966; subsamples of 60,000 from each cohort were randomly selected for the followup mail survey. An analysis of the collected data is presented in three sections: (1) a description of the characteristics of populations of college graduates who took jobs with different types of employers based on their sex, grades, degree attainment, and occupational title; (2) an examination of values sought in the working world and of motivational factors that differentiate people who pursue a particular career in private companies from those in other settings (for example, accountants, business administrators, computer personnel, allied health workers, engineers, lawyers, and natural scientists); and (3) a comparison and analysis of the salary levels reported by the different employment populations. A series of tables presenting the data collected from the survey are appended. A list of 17 references is included. (Author/EC)

ED 126 256 CE 007 268

Meyer, Peter

Awarding College Credit for Non-College Learning.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date—75

Note—195p.

Available from—Jossey-Bass, Inc., Publishers, 615 Montgomery Street, San Francisco, California 94111 ($10.95)

Document Not Available from EDRS.

Descriptors—Academic Records, *College Credits, Continuing Education Units, Counseling, Documentation, *Educational Alternatives, *Educational Planning, *External Degree Programs, Interviews, Needs Assessment, Records (Forms), Surveys

A guide to granting undergraduate college credit for knowledge and skills obtained by students outside the classroom, the book describes useful techniques, examines programs nationwide, identifies major obstacles to implementation, and proposes solutions. Material for the book was gathered mainly from interviews with faculty/administrators and students at 14 representative institutions and a survey of State governing boards or coordinating commissions of higher education for senior/community colleges. The first chapter examines need and academic rationale; Chapter 2 discusses basic decisions regarding what is to be credited, costs, and faculty compensation. Chapter 3 is directed to the development of forms and records, counseling sessions, and assessment seminars. Chapter 4 on documentation discusses transfer credit, standard examinations, third-party validation, and the Continuing Education Unit and provides various examples of instructions for student narratives and two sets of exemplary portfolio preparation instructions. Chapter 5 covers criteria, trust and student input, use of the student narrative, and student appeals. A concluding chapter outlines basic institutional guidelines for awarding credit for prior learning and recommends the establishment of a national center for the assessment of prior learning. A listing of institutions/programs from which written guidelines were received and a bibliography are appended. (EA)

ED 126 257 CE 007 269

Schlieman, John

Articulation of Secondary and Post-Secondary Vocational Programs in Hawaii: Follow-Up Study II.

Hawaii State Board for Vocational Education, Honolulu.
Spons Agency—National Center for Improvement of Educational Systems (DHEW/OE), Washington, D. C.
Pub Date—Apr 76
Contract—G391-75-0036
Note—130p.
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors—*Articulation (Program), Community Colleges, *Followup Studies, Institutes (Training Programs), Interviews, Item Analysis, *Post Secondary Education, Questionnaires, *Secondary Education, State Departments of Education, Statistical Analysis, *Tables (Data), *Vocational Education
Identifiers—Hawaii

The report was aimed at determining (1) the degree to which recommendations made at three statewide articulation institutes for administrators and vocational teachers from the Department of Education (D.O.E.) and the community colleges have been implemented, and (2) the relative effectiveness of those recommendations in relation to the current status of vertical and horizontal articulation between and among the secondary and vocational programs in Hawaii. Data were collected from a 12-section questionnaire sent to 164 institute participants and from interviews with those playing key leadership roles at the institutes. Information derived from the personal interviews, results of responses to the questionnaire, and treatment of the questionnaire data (item and section analyses) are presented. An annotated list of tables provides orientation to the tables which contain the data in their entirety. A summary analysis is given along with a prioritized list of six recommendations. The study suggests that considerable articulation exists within and between the two systems and that effective measures which will facilitate articulation are currently being pursued by teachers and administrators. Appended are the articulation questionnaire and a variety of reports and institutional correspondence dealing with program articulation. (Author/MS)

ED 126 258 CE 007 270

A Study of Agricultural Job Tasks and Implications for Curriculum Development in Agriculture and Agriculture Related Occupations.

Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.
Spons Agency—National Center for Improvement of Educational Systems (DHEW/OE), Washington, D. C.
Pub Date—Mar 76
Contract—OEG-9-74-0084
Note—53p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—Agricultural Education, *Agricultural Skills, *Agricultural Technicians, Check Lists, Curriculum Planning, Data Analysis, Occupational Information, *Occupational Surveys, *Ornamental Horticulture, *Tables (Data), *Task Analysis
Identifiers—*Hawaii, Task Inventories

The study, based on a survey of agricultural industry in Hawaii, was conducted to obtain current job task information to be used as the basis for curriculum improvement in agricultural technology and ornamental horticulture. It determines the kinds and frequency of job skills and the importance of the accompanying knowledge required. A checklist of job tasks related to agricultural industry was developed along with identified accompanying knowledge. Data were collected on the job tasks being performed, frequency of performance, and an indication of the accompanying knowledge. Personnel from 15 firms were interviewed, and their responses to items on the checklist were recorded. The findings of the study indicate the importance of the following: management activities in agricultural enterprise; equipment usage, maintenance, and repairs; government regulations and policies; agricultural experimentation and research; and processing and marketing of agricultural commodities. Recommendations for the formulation of an agricultural technology and ornamental horticulture curriculum are listed. The major part of the document contains composite summaries of the collected data and a discussion of specific findings for crop and livestock production, nursery and allied services, and landscaping and allied services. A list of participants is appended, and a bibliography is included. (Author/EC)

ED 126 259 CE 007 271

Follow-Up Survey of 1975 Graduates.

State Fair Community Coll., Sedalia, Mo.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Note—105p.
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors—Career Education, Comparative Analysis, *Data Analysis, Economic Status, Educational Status Comparison, *Followup Studies, *Graduate Surveys, *High School Graduates, Marital Status, *Student Characteristics, *Tables (Data)
Identifiers—Job Search Methods

The followup survey of 1975 high school graduates from 10 schools participating in the Career Education Project at State Fair Community College (Missouri) was conducted nine months after graduation, and the results are presented for use in future program development and implementation. The survey of 795 graduates (93.2% responded) was conducted by telephone, and information was gathered on their current marital, employment, and educational status as well as the means used for locating their current jobs. A detailed analysis of the collected data is presented in a 39-page section with supporting tables. A comparison of the findings derived from the followup survey of 1974 graduates is made with the current survey. A list of recommendations is provided. Appended materials include the following: (1) telephone followup survey instrument, (2) workshop participants, (3) telephone caller's script, (4) survey coding information, (5) employers of 1975 graduates, and (6) postsecondary institutions attended by 1975 graduates. (EC)

ED 126 260 CE 007 273

Petrie, Edwin T.

Aviation Career Awareness Program [and Related Materials].

Cessna Aircraft Co., Wichita, Kans.
Pub Date—Nov 75
Note—144p.
Available from—Cessna Aircraft Company, Air Age Education Department, P.O. Box 1521, Wichita, Kansas 67201 ($4.95)
Document Not Available from EDRS.
Descriptors—*Aviation Technology, *Career Awareness, Career Education, Educational Objectives, *Elementary Education, *Instructional Materials, Learning Activities, *Teaching Guides, *Units of Study (Subject Fields)

The learning packet focuses on general aviation and is to be used in career awareness programs at the elementary level. It includes a document which presents a group of units on general aviation and its related careers. The units include the following: (1) aircraft manufacturing, (2) instruments and controls, (3) how airplanes fly, (4) flight planning and navigation, (5) weather, (6) careers at the airport, and (7) history of general aviation. Each unit provides a section on the unit goal, objective, strategy, resources, and sources; illustrations related to the subject matter; and instructions for learning activities. Teaching ideas for aviation education, a suggested teaching strategy called the Compass Rose Game, and an elementary aviation glossary are provided in the document. The packet also includes posters on air travel signs and different types of cloud formations as well as five booklets on the manufacture of airplanes, flying, career opportunities in general aviation industry, historical review of flying machines, and stories about the present use of airplanes. A model airplane which can be assembled is also provided in the learning packet. (EC)

ED 126 261 CE 007 277

Federal Recruiting 1976-1977: A Summary of Federal Agency Recruiting Programs.

Civil Service Commission, Washington, D.C. Bureau of Recruiting and Examining.
Report No.—BRE-62
Pub Date—76
Note—35p.; For the Guide to Federal Career Literature, see CE 007 278; For the Federal Career Directory, see CE 007 279
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Career Opportunities, *College Graduates, Directories, Employment Opportunities, *Employment Qualifications, *Federal Government, *Program Descriptions, Public Service Occupations, *Recruitment
Identifiers—*Federal Agencies

The publication, a catalog describing Federal agency recruiting and career information activities, is intended as a desk reference for college counselors and placement advisors working in the area of government placement. To be most helpful, it should be used as a companion piece to other Federal career literature such as the Federal Career Directory and the Guide to Federal Career Literature. For each of 40 government agencies, information in chart form: (1) identifies the organizational locale, title, and address of the management official at the national level who has overall responsibility for the agency's college relations and recruitment activities, (2) notes whether the agency recruits on college campuses, (3) indicates if career literature, speakers, exhibits, and group tours and briefings are available, (4) shows which agencies encourage direct contact from students, (5) lists the principal backgrounds (academic majors and degree levels) from which the agency recruits, (6) identifies principal career entry positions and grades recruited, and (7) presents capsule summaries of recruiting program characteristics and miscellaneous additional information. (Author/MS)

ED 126 262 CE 007 278

Guide to Federal Career Literature: 1976.

Civil Service Commission, Washington, D.C.
Report No.—BRE-24
Pub Date—76
Note—40p.; For related documents, see CE 007 277-279
Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D.C. 20402 (Stock Number 006-000-00906-9, $1.05)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Annotated Bibliographies, *Career Opportunities, Career Planning, *College Graduates, College Majors, Employment Opportunities, Employment Qualifications, *Federal Government, *Government Publications, Occupational Guidance, Public Service Occupations, *Recruitment

The publication is designed to serve as a reference guide to Federal recruiting literature. It contains brief descriptions of publications of 43 departments and agencies. The pamphlets and brochures listed represent the principle publications used in nationwide recruiting for college entry-level positions. The bibliography is organized alphabetically by agency. The general section at the beginning contains those publications which are interagency in nature or discuss career opportunities government-wide. Most entries include: title, date of publication, number of pages, dimensions, geographic location of positions covered, summary of contents, college majors for which brochure is applicable, and where to obtain copies. An alphabetical index of major fields of study is provided at the end of the directory listing the numbers corresponding to those publications which are particularly appropriate for that college major. Also included in the guide are: a summary of career guidance services to educational institutions, information on entry into the Federal job system, a list of Federal job information centers (addresses and telephone numbers), and a list of regional recruiting and college relations officers. (Author/MS)

ED 126 263 CE 007 279

Federal Career Directory 1976-1977: A Guide For College Students.

Civil Service Commission, Washington, D.C.
Report No.—BRE-39
Pub Date—76
Note—163p.; For related documents, see CE 007 277-279; Photographs will not reproduce in microfiche
Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D.C. 20402 (Stock Number 006-000-00900-0, $3.45)
EDRS Price MF-$0.83 HC-$8.69 Plus Postage.
Descriptors—Career Choice, *Career Opportunities, *College Graduates, College Majors, College Students, Directories, Employers, Employment Opportunities, *Employment Qualifications, *Federal Government, *Occupational Information, *Public Service Occupations

The directory, useful to both the school counselor in providing general guidance and to the college student for investigating career choices, presents specific information about Federal careers and the agencies that employ college graduates for these positions. The first of three parts provides a look at all of the major Federal career occupations. These jobs are presented alphabetically within the following groupings: administrative management, personnel management and industrial relations, budgeting and accounting, law, investigations and inspections, business and the economy, supply and transportation management, social services, education and library science, general arts and information, biological and agricultural sciences, medical and health sciences, physical sciences, engineering and architecture, mathematics and statistics, and other specialized fields. A brief description of each job explains the nature of the work, the qualifications required of the applicant, and the career possibilities. Part 2 is a quick but comprehensive review of the Federal agencies, their missions, and the career opportunities they can offer college graduates and others of comparable ability. Part 3 is an index of job titles listed in relation to college majors. (Author/MS)

ED 126 265 CE 007 284

Operation Resource: Abstracts of Current Curriculum Development Activities in Industrial Arts Teacher Education.

American Council on Industrial Arts Teacher Education, Washington, D.C.
Pub Date—76
Note—193p.; Prepared by the Undergraduate Studies Committee
EDRS Price MF-$0.83 HC-$10.03 Plus Postage.
Descriptors—*Abstracts, *Curriculum Development, Educational Innovation, Elementary Secondary Education, *Industrial Arts, Instructional Materials, Program Descriptions, Program Development, *Resource Guides, *Teacher Education, Teaching Methods
Identifiers—*Operation Resource

The publication, intended to serve as a resource document for industrial arts educators and to function as a tool for stimulating interaction between research and curriculum development personnel, contains abstracts on innovative activities in the area of industrial arts teacher education as well as those relating to other levels of instruction. Also included are reports on instructional devices (models, games, simulators, audiovisual material), instructional techniques (individualized instruction, micro-teaching, role playing), special target groups (disadvantaged, ethnic groups), and program rationales (conceptual models, philosophies). An introductory section presents information on objectives, scope of the guide, and on how to submit abstracts. Each abstract has been indexed by up to five descriptors (which identify the topics reported on) and by institution. Section 2 of the guide contains these indexes which list abstracts by an assigned code. The 89 two-page abstracts in the third section consist of the following items: title of activity, department/division, institution/organization, city and State, director(s) of activity, dates initiated and concluded, sponsor/funding agent, descriptors, purposes/goals/objectives, progress to date, future plans, project publications, and sources of available information. (Author/MS)

ED 126 267 CE 007 286

Boone, Edgar J. White, Estelle E.

The Effect of Extension Service's Youth Nutrition Lesson Series on Behavioral Change in EFNEP Youth Utilizing Different Educational Environments and Teachers.

North Carolina State Agricultural Extension Service, Raleigh.
Spons Agency—Extension Service (DOA), WAshington, D.C. Div. of Home Economics.
Pub Date—1 Jan 76
Note—177p.
Available from—Estelle E. White, North Carolina State University, 310 Poe Hall, Raleigh, North Carolina 27607
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—*Behavior Change, Change Agents, Change Strategies, Changing Attitudes, *Course Evaluation, *Disadvantaged Youth, Educational Programs, Evaluation Methods, Instructional Materials, *Nutrition Instruction, *Program Effectiveness, *Program Evaluation
Identifiers—EFNEP, *Expanded Food and Nutrition Education Program

The pilot evaluative study of the use and effectiveness of the Expanded Food and Nutrition Education Program (EFNEP) Youth Nutrition Lesson Series focused upon its effectiveness in producing nutrition behavior change (nutrition knowledge, nutrition attitudes, and food intake) based upon the concepts, values, and principles presented in lessons 1-6 of a 10-lesson series. The study involved 1,368 disadvantaged youth through 12 years of age in Minnesota, North Carolina, Oklahoma, and Vermont. Two experimental groups, one in an extension setting and one in a formal school setting, and a control group were established to assess changes that might be due to environmental factors and maturation of youth. The study indicated that lessons 1-6 effected significant nutrition behavior change in both the extension and school setting groups; however, nutrition behavior, as reflected by pretest/posttest questionnaires, was consistently greater in the extension group. Moreover, nutrition knowledge appeared greater than the change in nutrition attitudes. The selected sociocultural characteristics of the youth and their families appeared to have little effect upon the degree of nutritional behavior change that occurred. The lesson series did not alter the food intake patterns of the youth. Questionnaires are appended. (Author/EA)

ED 126 268 CE 007 287

Only Ex-Offenders Need Apply. The Ohio Parole Officer Aide Program. An Exemplary Project.

Spons Agency—National Inst. of Law Enforcement and Criminal Justice (Dept. of Justice/LEAA), Washington, D.C.
Pub Date—Apr 76
Contract—J-LEAA-014-74
Note—18p.; Photographs will not reproduce
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 027-000-00397-4, $0.35)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Correctional Rehabilitation, Individual Characteristics, Job Training, Law Enforcement, *Occupational Information, *Parole Officers, *Program Descriptions, Program Development, *Rehabilitation Programs
Identifiers—Ohio, *Parole Officer Aide Program, POA

The Parole Officer Aide Program of Ohio employs qualified ex-offenders as Parole Officer Aides (POA). The POA is given on-the-job training for six months and assumes the identical tasks as parole officers with the exception of signing parole violation reports. The POA's background and familiarity with local situations gives him the ability to handle multiple problem cases. The State, regular parole officers, and the parolees under POA supervision are the main beneficiaries of the program. The program's success can be attributed to the number of qualified applicants, strict and sensible screening, training, and the support of parole officers. Answers to questions regarding the development of POA programs are presented. (Author/EC)

ED 126 269 CE 007 289

Progress and Problems in Allocating Funds Under Titles I and II–Comprehensive Employment and Training Act.

Comptroller General of the U.S., Washington, D.C.
Pub Date—2 Jan 76
Note—61p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—Administrative Agencies, *Employment Programs, *Federal Legislation, Federal State Relationship, *Financial Policy, Financial Support, *Manpower Development, *Program Evaluation, State Officials
Identifiers—CETA, *Comprehensive Employment and Training Act

The review of the funding aspect of the Comprehensive Employment and Training Act of 1973 (CETA) under Titles 1 and 2 was conducted by the General Accounting Office (GAO). Title 1 of the Act authorizes comprehensive manpower services to be provided by prime sponsors, and Title 2 is designed to provide transitional employment opportunities and public services in unemployment areas and to enable enrollees to obtain jobs not supported under this title. The review focuses on: (1) the legislative history of CETA, (2) the appropriation of Title 1 funds for fiscal year 1975 and Title 2 funds for fiscal years 1974 and 1975, and (3) the Department of Labor's policies and procedures for allocating these funds. The review is based upon an examination of records and interviews with officials at the Department of Labor headquarters and four regional offices as well as with certain State and local officials in California, Connecticut, Georgia, Maryland, Massachusetts, and Virginia. The methodology for generating unemployment data used to make the allocations is briefly discussed. Appended materials include: (1) an example of the effect of the trade-off factor in fiscal year 1974 Title 2 allocations, and (2) a response to the GAO report by the Department of Labor. (Author/EC)

ED 126 270 CE 007 290

The Law Enforcement Assistance Administration: A Partnership for Crime Control.

Law Enforcement Assistance Administration (Dept. of Justice), Washington, D.C.
Note—39p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Activities, Federal Legislation, *Federal Programs, Financial Support, Information Services, *Law Enforcement, *Program Descriptions, *State Federal Aid
Identifiers—*Law Enforcement Assistance Ad-

ministration, LEAA

The Law Enforcement Assistance Administration (LEAA) works with State and local governments in the tasks of crime control and law enforcement. The LEAA provides funding, leadership, and guidance to State and local crime control programs which are formulated by State planning agencies. It is also responsible for maintaining the integrity of these programs and for seeing that they meet legislative requirements. The document describes the areas of activities undertaken by the LEAA. These include the following: (1) major achievements, (2) legislation, (3) funding history, (4) programs, (5) leadership in civil rights, (6) system for safeguarding criminal history records, (7) special services, (8) publications, and (9) procedures for applying for LEAA financial aid. Lists of LEAA regional offices and State planning agencies are appended. (EC)

ED 126 272 CE 007 292

Lamont, Ken Rice, Naomi

Guidance Awareness Program: Narrowing the Gap Between Home and School: Final Report.

Bend School District 1, Oreg.

Spons Agency—Oregon State Dept. of Education, Salem. Div. of Community Colleges and Vocational Education.

Pub Date—3 Jun 75

Note—78p.; For related document, see CE 007 291

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Curriculum Development, Decision Making Skills, *Grade 10, *Guidance Programs, *Home Visits, Instructional Materials, Parent School Relationship, Program Costs, *Program Descriptions, *Program Evaluation, Questionnaires, *School Orientation, Secondary Education, Senior High Schools, Staff Improvement, Student Teacher Relationship

Identifiers—*Bend Oregon Senior High School

The project, designed to prepare both students and parents for a productive high school experience, had the following goals: increasing decision-making ability and goal formulation at the sophomore level, expanding the guidance program to include the parent and home situation, increasing community support for school programs, and providing a model career-guidance program. A visit to the home of each incoming sophomore student for an orientation and guidance conference was made during the summer by one of 25 selected teachers, administrators, and counselors. Small group meetings with the 480 sophomores were conducted by the advisors during the school year. Program goals and objectives, staff development strategy and outcomes, curriculum development, guidance and counseling, and the evaluation process are discussed in separate sections of the report. A favorable third-party evaluation and recommendations for the program's second year are included. The largest section of the document contains the following appended material: a 13-item bibliography, curriculum and staff development materials, results of four project surveys (advisor, student, and parent evaluation and parent and student achievement and goal questionnaire), project publicity, project budget, and personnel list. (Author/MS)

ED 126 273 CE 007 293

Selected Papers of the Commission on Education for Health Administration: Volume II.

Commission on Education for Health Administration, Washington, D.C.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Pub Date—75

Note—330p.; For Volume One, see ED 109 090

Available from—Health Administration Press, M2240 School of Public Service, The University of Michigan, Ann Arbor, Michigan 48109 ($12.-50. 10% discount to librarians, 20% discount to bookstores and book dealers)

Document Not Available from EDRS.

Descriptors—Accountability, *Administrator Education, Administrator Qualifications, *Administrator Role, Continuous Learning, Credentials, Demand Occupations, Educational Assessment, *Educational Needs, Educational Philosophy, *Educational Programs, Educational Quality, Graduate Study, Health Facilities, *Health Occupations Education, Occupational Mobility, *Research Projects, Statistical Studies, Undergraduate Study

The second volume of the Commission on Education for Health Administration's report contains papers generated to supplement other commission efforts, in areas that seemed to need special attention, and in which special expertise was available. The first three papers are reports on research projects undertaken by commission members in fields of their special interest and knowledge: public accountability, use of specialists in health administration practice, and supply and demand for administrative personnel. The results of five questionnaire surveys on existing graduate and undergraduate health administration education programs, and on how graduate students, graduate program graduates, and employers of those graduates view current and needed educational offerings are reported in the fourth paper. The fifth paper presents a preliminary inquiry into the identification and interpretation of practicing administrators' roles and day-to-day responsibilities. The final eight papers, presented at the Institute on New Approaches to Education for Health Administration, cover the following aspects of health administration education and practice: public accountability and human services orientation, health rather than illness focus, generic versus specialist aspects, the future administrator as viewed by others, credentialing, career mobility and lifelong learning, issues and educational implications, and the organizational network of education. (Author/MS)

ED 126 274 CE 007 294

Byler, Bennie L.

A Comparative Study of Differences in Selected Factors Related to Educational and Occupational Decision-Making Between On-Farm and Off-Farm Vocational Agriculture Students.

Iowa State Univ. of Science and Technology, Ames. Dept. of Agricultural Education.

Spons Agency—Iowa Agricultural and Home Economics Experiment Station, Ames.

Pub Date—76

Note—151p.; For related document, see CE 007 295

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors—Achievement Tests, Career Planning, *Comparative Analysis, Data Analysis, *Decision Making, *High School Students, *Occupational Aspiration, Occupational Choice, Parent Influence, Questionnaires, Residential Patterns, Rural Farm Residents, *Student Characteristics, *Vocational Agriculture

Identifiers—Iowa

The study was conducted to determine if there are differences in selected factors related to educational and occupational decision-making between vocational agriculture students who live on a farm and those who do not. The comparison is based on the students' educational and occupational plans; differences in selected personal, family, and community variables related to educational and occupational decision making; and differences in level of achievement in agriculture based on the Peterson Agribusiness Achievement Test. The population for the study consisted of 633 junior and senior students enrolled in 30 Iowa high schools with vocational agriculture programs. Data were collected using a personal, family, and community data questionnaire and a four-part agribusiness achievement test. A detailed report of the returns is presented, with supporting tables, item by item discussion, and statistical analysis. The findings indicated differences in some of the factors related to educational decision-making between on-farm and off-farm vocational agriculture students. Fourteen recommendations are discussed and references are included. The questionnaire, communications, list of participating schools, and the tables of means and standard deviation for the research instruments are appended. (Author/EC)

ED 126 275 CE 007 295

Byler, Bennie L. Kaas, Duane A.

A Study of Factors Associated with the Occupational Plans of Iowa Vocational Agriculture Students.

Iowa State Univ. of Science and Technology, Ames. Dept. of Agricultural Education.

Spons Agency—Iowa Agricultural and Home Economics Experiment Station, Ames.

Pub Date—76

Note—170p.; For related document, see CE 007 294

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors—Achievement Tests, Career Planning, *Comparative Analysis, Data Analysis, *Decision Making, *High School Students, Occupational Aspiration, *Occupational Choice, Parent Influence, Questionnaires, *Student Characteristics, *Vocational Agriculture

Identifiers—Iowa

The study was conducted to determine if there are differences in selected factors related to the educational and occupational plans of vocational agriculture students who plan to enter on-farm agricultural occupations, those who plan to enter off-farm agricultural occupations, and those who plan to enter non-agricultural occupations. The comparison is based on their occupational plans; differences in selected personal, family, and community variables related to occupational decision-making; and differences in level of achievement in agriculture based on the Peterson Agribusiness Achievement Test. The population for the study consisted of 623 junior and senior students enrolled in 30 high schools in Iowa with vocational agriculture programs. Data were collected using a personal, family, and community data questionnaire and a four-part agribusiness achievement test. A detailed report of the returns is presented with supporting tables, item-by-item discussion, and statistical analysis. The findings indicated similarities and differences in various factors associated with occupational decision-making among vocational agriculture students grouped according to their stated occupational plans. Thirteen recommendations are discussed and references are included. The questionnaire, communications, list of participating schools, and tables of means and standard deviation for the research instruments are appended. (Author/EC)

ED 126 276 CE 007 296

Andreyka, Robert E.

Competency-Based Teacher Education for Vocational Teachers.

Pub Date—15 Jan 76

Note—20p.; Paper presented at the National Trade and Industrial Conference (Dallas, Texas, January 12-15, 1976); For related document, see CE 007 297

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Educational Objectives, Evaluation, Inservice Education, *Performance Based Teacher Education, *Performance Specifications, Preservice Education, Teacher Education, *Technical Education, *Trade and Industrial Education, *Vocational Education

One significant difference between competency-based teacher education (CBTE) and traditional teacher education is the use of the teacher educator. In the CBTE approach the teacher educator's role is that of a learning manager, guide, and resource person, while the conventional approach utilizes the instructor as a disseminator of information. Another major distinction is the criterion-referenced mode evaluation approach in CBTE versus traditional normative-referenced measures. The research and development project at the Center for Vocational and Technical Education at Ohio State University has identified and validated 384 professional competencies needed by vocational/technical teachers in all the traditional vocational service areas at all levels and has developed over 100 modules for group or individual instruction to facilitate mastery of these competencies. Florida State University (FSU) has participated in the advanced testing of the modules. Also, various Florida vocational service areas are formulating State objectives. Project ACTIVE (Attaining Competencies for Teaching in Vocational Education) is being conducted at FSU for use at preservice/inservice levels; the Trade and Industrial CBTE is a pilot program within the project. Sixty-five competencies proposed for the Florida Competency-Based Trade and Industrial Teacher Education program and selected references are appended. (EA)

ED 126 277 CE 007 297

Andreyka, Robert E.

A Florida Approach to Competency-Based Vocational Teacher Education.

Pub Date—Apr 76

Note—20p.; Paper presented at the Competency-Based Vocational Leadership Conference (Lexington, Kentucky, April 20-22, 1976); For related document, see CE 007 296

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Evaluation, Inservice Education, *Performance Based Teacher Education, Preservice Education, Teacher Education, *Technical Education, *Trade and Industrial Education, *Vocational Education

Identifiers—Attaining Competence for Teaching in Voc Ed, *Florida State University, Project ACTIVE

The State of Florida is actively involved in competency-based teacher education (CBTE). The Career Education Center at Florida State University (FSU) is filling the needs of Florida's vocational educators for competency-based instructional materials. FSU has also participated in the advanced testing of modules developed by the Center for Vocational and Technical Education at Ohio State University, and the Curriculum of Attainments is currently being used at FSU in various programs to award degrees solely on the basis of knowledge or skills. Project ACTIVE (Attaining Competence for Teaching in Vocational Education) is being conducted at FSU for use at preservice/inservice levels to meet the needs of vocational-technical education teachers, leaders in vocational education, and those serving special needs groups. Professional competencies serve as the foundation for the program; related competencies are grouped into broad categories referred to as generic attainments. Assessment is to be carried out in an actual teaching or school-related setting by a three-member jury. The trade and industrial component is the pilot program within Project ACTIVE which is based upon 65 competencies related to eight generic attainments. Selected references are appended. (EA)

ED 126 278 CE 007 298

Ammerman, Harry L. Pratzner, Frank C.

Occupational Survey Report on Business Data Programmers: Task Data From Workers and Supervisors Indicating Job Relevance and Training Criticalness. Research and Development Series No. 108.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Dec 74

Contract—NE-C-00-3-0078

Note—237p.

EDRS Price MF-$0.83 HC-$12.71 Plus Postage.

Descriptors—Administrator Attitudes, Curriculum Planning, *Data Processing Occupations, Job Satisfaction, Occupational Information, *Occupational Surveys, Questionnaires, Supervisors, *Tables (Data), *Task Analysis, Task Performance, *Work Attitudes

Identifiers—Task Inventories

The Center for Vocational Education is continuing its programatic research efforts to develop more effective procedures for identifying valid and necessary curriculum content. The occupational task survey report for the occupation of business data programer is a product resulting from this effort. The task inventory data summarized were collected in eight States (Mississippi, Wisconsin, New Jersey, Washington, Ohio, Oklahoma, New Hampshire, and California). More than 700 workers and supervisors responded to extensive Task Inventory Questionnaires. Data concerning worker performance, judgments about the criticalness of performance and training, and supervisor expectations were obtained through a set of 12 experimental questions for each identified task. Survey responses are presented in highly summarized and abbreviated tables. Table 1 (32 pages) contains data summaries pertaining to varying degrees of job relevance for 313 tasks of business data programers. The summary task data are reported through the use of percentages, averages (means), and category labels. Additional tables of task data on specific items are appended. Implications from the survey about worker-supervisor differences, training needs, problem areas, and supervisor suggestions for improving performance are discussed. Appended materials (140 pages) include: a bibliography, background characteristics of respondents, and further tables of task inventory data. (Author/BP)

ED 126 279 CE 007 299

Ammerman, Harry L. Pratzner, Frank C.

Occupational Survey Report on Automotive Mechanics: Task Data from Workers and Supervisors Indicating Job Relevance and Training Criticalness. [Interim Report]. Research and Development Series No. 110.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Jan 75

Contract—NE-C-00-3-0078

Note—204p.

EDRS Price MF-$0.83 HC-$11.37 Plus Postage.

Descriptors—Auto Mechanics, *Auto Mechanics (Occupation), Data Analysis, *Job Analysis, Occupational Information, *Research Methodology, Supervisors, Tables (Data), Task Analysis, *Task Performance

The study was conducted to develop methods for using timely, firsthand occupational task information on automotive mechanics in order to identify critical performance requirements that warrant formal training. The methodology used is described in detail. A Task Inventory Questionnaire was completed by 18 auto mechanics and 12 supervisors in each of eight participating States. The questionnaire consisted of a checklist of 380 automotive repair tasks and 12 questions about the tasks which related to job relevance, task performance, and training criticalness. Background data were gathered from auto mechanics, supervisors, and State agencies supporting the study. Responses to the questionnaire indicated 59 of the 380 task statements were identified as not a part of the job of automotive mechanics. The survey results are discussed and presented in tabulated form. Over one-half of the document consists of appended materials which include: a list of participating State agencies and their key support personnel, background characteristics of respondents, a 99-page section containing nine tables of task inventroy data, and additional task statements. (Author/EC)

ED 126 280 CE 007 300

Career Education Handbook for Implementation: Program Development: Exploration Guide.

Michigan State Career Education Advisory Commission, Lansing.

Spons Agency—Michigan State Dept. of Education, Lansing.

Note—34p.; For related documents, see CE 007 301 and ED 121 981

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Career Awareness, Career Education, *Career Exploration, Curriculum Development, Educational Needs, Educational Planning, Elementary Secondary Education, Guidelines, Guides, *Models, Program Design, *Program Development, *Program Guides, Program Planning, School Community Relationship

The handbook is designed to be an introduction to a larger collection of materials on career education which are available through the Michigan Department of Education. It is a do-it-yourself suggestion book for districts who have not yet developed their plans for career education, as well as for those that are already immersed in initial planning or experimental implementation. Part A is an introduction to career exploration providing a discussion of its definition, major concepts, and expected outcomes. Part B presents a model exploration program which reflects what is felt to be the furthest advances in the state of the art. It describes various stages of the model: preliminary stage (role awareness), experience stage (role identification and exploration), and the planning stage (role participation-career planning). Part C, implementing career exploration programs, discusses some of the aspects of exploration programs that are essential to their success: (1) prerequisites, (2) curriculum planning (internal and external curriculum and support systems), (3) coordination needs, (4) teacher and counselor responsibilities, and (5) special counseling responsibilities for administrators and community persons. (Author/BP)

ED 126 281 CE 007 301

Career Education Handbook for Implementation: Program Development: Placement Guide.

Michigan State Career Education Advisory Commission, Lansing.

Spons Agency—Michigan State Dept. of Education, Lansing.

Note—42p.; For related documents, see CE 007 300 and ED 121 981

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Employment Services, Guidelines, *Job Placement, Models, Occupational Guidance, Program Development, Program Guides, *Program Planning, *Pupil Personnel Services, *School Role, *Student Placement, Vocational Counseling

The guide is a component of the Program Development Section of the "Career Education Handbook for Implementation" whose purpose is establishing and operating a school-based job placement program. It is designed to be of practical assistance to the user in building a placement program that will effectively meet the needs of a particular situation. The brief introduction discusses various reasons for school-based placement. The overview defines school-based placement services and describes some programs and projects operating successfully in Michigan. The third section covers staff involvement, expected competencies of placement personnel, and the activities of the placement program. The final section discusses 11 basic components necessary in operating a placement program: placement advisory committee, placement staff, ongoing in-service, program promotion, career information systems, identification of placement opportunities and student placement interests/-needs, referral systems, followup and feedback, evaluation and modification, and area coordination and support. Three models are included. The first outlines the stages of planning, implementation, operation, and evaluation and modification for a school-based program. The second expands on the first to show persons responsible and activities required for each stage. The third provides a similar outline for area and local placement activities. (BP)

ED 126 282 CE 007 302
Professional Development in Vocational Teacher Education.
California State Dept. of Education, Sacramento.-California Univ., Los Angeles. Div. of Vocational Education.
Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.
Pub Date—Mar 72
Note—76p.
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—Educational Accountability, *Educational Improvement, *Educational Principles, Educational Quality, *Educational Responsibility, Federal Government, Government Role, Institutional Role, Local Government, *National Surveys, State Government, Teacher Associations, *Teacher Education, Teacher Improvement, *Vocational Education Teachers

The document presents the results of a project designed to encourage vocational teacher education expansion in quality, quantity, and diversity to match the expansion in vocational education and manpower development. The material contained in the report represents a consensus of considered judgment from a large cross-section of people involved with vocational teacher education. Seven meetings were held in various locations throughout the nation. Approximately 200 people from 49 States and the District of Columbia participated in the discussions of teacher education. An introductory section describes the purposes and uses of the report. The three major sections of the report consist of fundamental statements, or principles, each followed by an explanatory paragraph. The first section, Foundations, lists items that represent characteristics essential for quality in any State's vocational teacher education program. The next section delineates the roles, tasks, and responsibilities for teacher education under the headings of institutional, local, State, and Federal. A final section, dealing with improvement and expansion of vocational teacher education, is divided into four sections: ways and means, procedures, resources, and role of the American Vocational Association. Appended is a list of participants. (Author/MS)

ED 126 283 CE 007 303
Policy-Making for Vocational Education.
California Univ., Los Angeles. Div. of Vocational Education.
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.California State Dept. of Education, Sacramento.
Pub Date—Nov 75
Note—33p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Administrator Guides, Advisory Committees, Educational Assessment, *Educational Policy, *Educational Principles, Evaluation Needs, Financial Policy, *Guidelines, Personnel Policy, *Policy Formation, Post Secondary Education, Secondary Education, *Statewide Planning, *Vocational Education

The report is intended as a guide for persons at the State, county, and local level who contribute to statewide policy for vocational education. Principles of vocational education are listed. Policy statements concerning program, personnel, fiscal operation, and evaluation are included in an attempt to isolate and delineate some of the factors that affect the everyday operation of vocational education at the State level. The statements are generalizable to all vocational education programs and are prescriptive only in the sense that they provide examples from which rules may be developed. The statements were formulated at a series of six conferences by high school, adult, and community college program policy makers from five States (Washington, California, Texas, Ohio, and Georgia) chosen as having a representative sampling of vocational education programs. Six persons from each State participated in the conferences. A selected 16-item bibliography is included. (Documents available from ERIC are noted with appropriate numbers.) Appended are lists of project participants, advisory committee members, and project resource people. (Author/MS)

ED 126 284 CE 007 304
Halcromb, Vern
A Profile of Vocational Educators: Preliminary Report, 1974.
California State Dept. of Education, Sacramento. Div. of Vocational Education.California Univ., Los Angeles. Div. of Vocational Education.
Pub Date—74
Note—103p.
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors—Comparative Analysis, Data Analysis, Educational Needs, *State Surveys, Tables (Data), *Teacher Characteristics, Vocational Education, *Vocational Education Teachers
Identifiers—*California

A profile of vocational educators in the State of California is presented in the document. The study was designed to provide basic descriptive information about the State's vocational educators: who they are, where they are located, and what their inservice education needs are. A pilot testing of the Basic Description Questionnaire was conducted in the spring of 1973 and the final questionnaire was sent in September 1973. Returns were obtained from 1,137 school districts in 58 counties and 96 community colleges, 8 skill centers, 2 correctional facilities, and 62 regional occupational programs or centers. A total of 9,784 responded, of whom 7,872 (80.5%) were teachers. Following a broad profile description a 66-page section presents tabulation, statistical analysis, and discussion of the data collected in the following areas: educational level, area of teaching, occupational title, and ethnic background. It is emphasized that this is a preliminary study and that the remaining school districts will be contacted and followup procedures initiated during 1974. Results so far indicate that 81% of all vocational educators in the State are employed by senior high schools and community colleges and that only 8.4% are members of minority groups. (EC)

ED 126 285 CE 007 305
A Comparative Assessment of Secondary Consumer and Homemaking Education Programs 1974-75: Final Report.
IBEX, Inc., Durham, N.C.
Spons Agency—Illinois State Office of Education, Springfield. Div. of Vocational and Technical Education.
Pub Date—75
Note—80p.
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—Academic Achievement, Achievement Tests, *Consumer Education, Data Collection, Economic Disadvantagement, *Educational Assessment, *Evaluation Methods, *Homemaking Education, *Program Effectiveness, *Program Evaluation, Secondary Education, Self Concept, Statistical Studies, Student Characteristics, Teaching Methods
Identifiers—*Illinois, Illinois Test of Consumer Knowledge, ITOCK

Covered in the assessment are 128 school systems having contracts for Consumer and Homemaking Education with the Division of Vocational and Technical Education (Illinois) and meeting at least one of four criteria for qualifying as disadvantaged. The evaluation followed the guidelines of the Information Based Evaluation Model (IBE) which addresses questions of (1) program effectiveness in communicating consumer knowledge and areas of strength and weakness (discovered using simple descriptive statistics), and (2) isolation of program dimensions of instructional strategies related to program success (using a methodology termed program structure analysis which employs multiple discriminant analysis). The opening chapters contain a summary, five implications and recommendations, and a program description. For the evaluation design, a chronological overview, the sampling procedure, and instrumentation are reported. The data collection instruments used (Illinois Test of Consumer Knowledge (ITOCK); Self Observation Scales (SOS); and proposal, student, and teacher data sheets) are briefly described and data elements or scales are listed. Detailed findings are organized and discussed at length under the headings of: A Profile of Consumer and Homemaking Education Students, ITOCK, Components of Success, SOS, Student versus Teacher Perceptions, and Interest and Achievement in Consumer and Homemaking Education. (Author/MS)

ED 126 289 CE 007 309
Occupational Outlook Handbook, 1976-77 Edition.
Bureau of Labor Statistics (DOL), Washington, D.C.
Report No.—Bull-1875
Pub Date—76
Note—793p.; Photographs will reproduce poorly
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 029-001-01406-6, $7.00)
EDRS Price MF-$1.50 HC-$42.19 Plus Postage.
Descriptors—Employment Opportunities, *Employment Projections, *Employment Qualifications, *Employment Trends, *Guides, Job Skills, Occupational Clusters, *Occupational Guidance, *Occupational Information, Occupations, Reference Books, Wages, Work Environment

The first part of the handbook contains revised guidelines for its use, suggestions on where to go for more information, a discussion of assumptions and methods used in preparing employment projections, and a look into the future. More than 850 occupational briefs are presented, grouped into 13 occupational clusters and 35 industry briefs. The 13 clusters are: industrial production and related occupations; office occupations; service occupations; education and related occupations; sales occupations; construction occupations; occupations in transportation activities; scientific and technical occupations; mechanics and repairers; health occupations; social scientists; social service occupations; and art, design, and communications-related occupations. For each occupation information is presented on the nature of the work; places of employment training, other qualifications, and advancement; employment outlook; earnings and working conditions; and sources of additional information. The employment outlook for the following industries: agriculture; mining and petroleum; construction; manufacturing; transportation, communications, and public utilities; wholesale and retail trade; finance, insurance, and real estate; service and miscellaneous industries; and government are presented. Access to the occupational brief is made possible by way of a Dictionary of Occupational Titles index and alphabetical index. (EC)

ED 126 290 CE 007 310
A Study to Investigate and Clarify the Role of Industrial Arts in Colorado and Its Interface with Vocational Education: Final Report: Volume I, Narrative Report.
Colorado State Univ., Ft. Collins.
Spons Agency—Colorado State Board for Community Colleges and Occupational Education, Denver.
Pub Date—Apr 76

Note—78p.
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—Conference Reports, *Educational Planning, Educational Policy, *Industrial Arts, Policy Formation, Program Evaluation, Questionnaires, Secondary Education, *State of the Art Reviews, Statewide Planning, *Vocational Education
Identifiers—*Colorado

The study focuses on the purpose and role of industrial arts in Colorado with particular attention to its relationship with vocational education. The study was based on: (1) a review of current literature (presented in Volume 2, which is not available for copyright reasons), (2) data collected from industrial arts, trade and industrial education, and secondary technical education teachers in Colorado as well as information about school programs and industrial arts programs in other States; and (3) nine area communication sessions throughout the State conducted by the Colorado Industrial Arts Association. A 22-page discussion of the collected data is presented with supporting tables. A three-day conference was held to interpret the data and to propose recommendations. Participants included 25 teachers, supervisors, teacher educators, local vocational education directors, State department personnel, and career education specialists. They concluded that industrial arts in Colorado should be designed to serve roles in career education, general education, and pre-vocational education. Appended materials, comprising half the document, include copies of the teacher, school, supervisor, and State industrial arts association survey instruments; forms used in the communication session; and the conference agenda, lists of participants and discussion group members, and summarized speeches and comments by conference guests. (Author/EC)

ED 126 291 CE 007 311
Brown, James E. Clark, Gary M.
Varying Perceptions Toward Vocational Education.
Pub Date—Jun 76
Note—364p.; Ph.D. Dissertation, Walden University
EDRS Price MF-$0.83 HC-$19.41 Plus Postage.
Descriptors—Attitude Tests, Data Analysis, *Enrollment Influences, *Parent Attitudes, Parent Child Relationship, Parent Influence, *Program Attitudes, Research Methodology, *Student Attitudes, Tables (Data), Teacher Influence, *Vocational Education
Identifiers—*Colorado

The study was designed to isolate the perceptions and influences that relate to a student's decision whether to enroll in a vocational education course. A 42-page review of related literature is presented. The procedures used in obtaining data are discussed under the following topics: construction of the attitude questionnaire, development of data gathering instruments, selection of participants, collection of data, and analysis of data. The participants represented diverse geographic and economic areas in metropolitan Colorado and included 1,282 students, 1,031 parents, and 98 counselors. A detailed statistical analysis of the 15 hypotheses tested and an interpretation of the collected data is presented in a 65-page section with supporting tables. Fifteen conclusions related to the hypotheses and twenty-seven conclusions relating to a student's decision to enroll in a vocational education course are listed together with twelve recommendations and four suggested areas for further research. A selected bibliography is included. Nearly one-half of the document contains appended materials which include the research instruments, correspondence, occupational categories, number of students enrolled in trade and industry programs, and extensive tables related to the various factors and attitudes focused on in the study. (Author/EC)

ED 126 293 CE 007 367
Phipps, Lloyd J. Wetzel, Norman R.
Vocational and Technical Education Leadership Development Project. Final Report.
Illinois Univ., Urbana. Dept. of Vocational and Technical Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No.—VT-102-881
Pub Date—30 Sep 73
Contract—OEG-0-70-1950(725)
Note—53p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—*Educational Programs, Fellowships, *Graduate Study, Higher Education, Internship Programs, *Leadership Training, Professional Continuing Education, *Program Descriptions, Program Evaluation, *Vocational Education
Identifiers—Education Professions Development Act, EPDA

The report describes the Education Professions Development Act (EPDA) graduate program in leadership development for vocational educators at the University of Illinois for the period of June, 1970 to May, 1973. The basic core course requirements are described and a sample doctoral program is outlined. A table presents a list of courses successfully completed in the program and the number of participants completing them. A listing of the types of involvements engaged in by the EPDA fellows as field experiences or internship activities also appears, as well as a general discussion of the methods used to evaluate the program participants. Information on each of the 20 fellows is provided concerning specialization field, former employment, thesis title, special internship activities, and employment following completion of the program. (NJ)

ED 126 294 CE 007 379
Richardson, Donna
Project Opportunity (Secondary Health Exploratory Occupations Program Consultation and Inservice Training). Final Report.
Anoka-Hennepin Area Vocational Technical Inst., Minn.
Spons Agency—Minnesota State Dept. of Education, St. Paul. Div. of Vocational and Technical Education.Office of Education (DHEW), Washington, D.C.
Report No.—VT-102-894
Pub Date—20 Oct 75
Note—12p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Consultation Programs, *Health Occupations Education, Individualized Curriculum, *Inservice Teacher Education, *Program Descriptions, Secondary Education, *Secondary School Teachers
Identifiers—Minnesota

The project described in the report provided onsite consultation and inservice to secondary health occupations instructors in Minnesota in the utilization of the individualized curriculum previously developed by Project Opportunity for secondary exploratory health occupations programs. In addition to the individualized consultations provided, workshops were conducted throughout the State. It is reported that response to the type of inservice provided by the program was highly favorable. An appendix lists the available curriculum materials developed by Project Opportunity. (Author/NJ)

ED 126 295 CE 007 380
Career Information, Group Counselling 1974-75. Final Report.
Gateway Technical Inst., Kenosha, Wis.
Spons Agency—Office of Education (DHEW), Washington, D.C.Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
Report No.—06-169-151-315VT-102-895
Pub Date—Nov 75
Note—24p.; Part V, Appendixes A-D may not reproduce well due to broken type; Prepared by Research and Planning Services Department
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Audiovisual Aids, Disadvantaged Groups, *Group Counseling, *Information Services, Minority Groups, Occupational Information, Peer Counseling, *Program Descriptions, Recruitment, *Technical Institutes, *Vocational Counseling, Vocational Education, Vocational Followup

The report describes a Gateway Technical Institute (Wisconsin) project to provide more effective counseling and career information to disadvantaged students in the institute's vocational, technical, and adult education district. Interviews with graduates of 46 different programs were taped as a technique for providing occupational information for potential and present students. The taped conversations included information about job satisfaction, relevance of training, advancement opportunities, and other job-related information. A peer counseling program was instituted to provide information and opportunity for more personal contact with new students. In addition, 50 career information packets consisting of from 20 to 50 color slides and accompanying scripts were developed to be used in counseling and recruitment. Since the inception of the program in 1975, enrollment has increased significantly on the Racine campus, as predicted at the outset of the study. (NJ)

ED 126 296 CE 007 381
Brooks, Rickey J. Stevenson, W. W.
The Roles of Vocational and Technical Education.
Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Div. of Research, Planning, and Evaluation.
Report No.—VT-102-896
Pub Date—Aug 74
Note—44p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Analysis of Variance, *Educational Attitudes, Educational Research, Questionnaires, *Role Perception, *School Surveys, Secondary Education, *Statistical Analysis, Tables (Data), Technical Education, *Vocational Education
Identifiers—Oklahoma

The study attempted to determine the roles of vocational and technical education as perceived by parents, teachers, school board members, school counselors, and students in Oklahoma. The Delphi technique was used to formulate the opinionnaire from responses of 320 randomly selected participants. The statements were ranked by the participants' mean ratings of importance. Differences among the groups' ratings of the statements were determined by analysis of variance. It was found that the statements concerned with skill training and work values generally received the highest ranking of importance; the statements regarding specific curriculums received the lowest overall rankings. For 12 of the 65 statements, a significant difference was found among the groups' ratings, with the greatest difference being among the administrators' and counselors' mean ratings versus the school board members' and teachers'. The data from parents and students were insufficient to include in the statistical analysis. It was concluded that the people directly involved in education at the secondary level do not understand the goals, roles, and objectives of vocational and technical education. Tables represent the number and percentages of returns, the overall and groups' rankings, and the location of variance among the groups where a significant difference was found at the .05 level. The survey instruments are included in the report. (Author/NJ)

ED 126 297 CE 007 382

Comprehensive Illinois Occupational Education Demonstration Center. Second Interim Report.

Illinois State Board of Vocational Education and Rehabilitation, Springfield. Div. of Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—VT-102-897

Pub Date—30 Jun 75

Contract—OEG-0-73-5294

Note—268p.; Appendix A, Exhibit A-7, "Field Research Questionnaire: Teachers: Elementary and Secondary," will not reproduce well in microfiche

EDRS Price MF-$0.83 HC-$14.05 Plus Postage.

Descriptors—*Career Education, *Demonstration Centers, *Elementary Secondary Education, *Junior Colleges, Program Descriptions, *Program Evaluation, Vocational Education

Identifiers—Illinois (Cumberland), Illinois (Joliet)

The second interim report covers the time period from July 1, 1974 to June 30, 1975, phase two of the project. The document consists of four separate reports: a report summary, reports of the two demonstration centers, and a third party evaluation by Educational Management Services, Inc. The 13-page summary describes the overall project. A 39-page report of the Joliet School District and a 12-page report of the Cumberland District detail the specific programs and activities at each of the demonstration sites. The main portion of the document is the 187-page report of the evaluation team. Utilized in the evaluation were data collected regarding teacher characteristics and perceptions, community involvement, technical assistance, target group, management system, staff development, cost effectiveness, and articulation, as well as product measurement of the four career education projects at Joliet and two at Cumberland. Results and findings of the study are presented in detail and provide the basis for a list of 23 major conclusions, implications, and recommendations. The evaluation team expressed enthusiasm for the project, citing, among other accomplishments, the highly qualified staff and significant impact made in improving and expanding programs. Appendixes contain several survey instruments used in the evaluation and results of the teacher questionnaire survey. (RG)

ED 126 298 CE 007 383

Frazier, William D.

Academic and World of Work Gap-Bridging through Career Education. Interim Report.

Oklahoma State Dept. of Vocational and Technical Education, Stillwater.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—VT-102-899

Pub Date—Jul 75

Contract—OEG-0-73-5321

Note—166p.; Appendixes V and W will not reproduce well

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors—Career Awareness, *Career Education, Career Exploration, *City Wide Programs, Demonstration Projects, *Elementary Secondary Education, *Integrated Curriculum, Post Secondary Education, Program Development, *Program Evaluation, Public School Systems, Questionnaires

Identifiers—Oklahoma (Oklahoma City)

The interim report describes the second year activities of a three-year project to provide an integrated career education curriculum for students in grades K-14 in the Oklahoma City Public School District. Detailed are the goals and objectives, procedures, results, accomplishments, and conclusions and recommendations. Appendixes include a list of career education speakers, career education tours, inservice workshops held, and publicity examples. The major portion of the document consists of the report of the third party evaluation team from Central State University. Evaluation techniques included use of the project planning guide to determine the extent to which objectives had been met; school visitation; and interviews with students, teachers, media specialists, and counselors at various grade levels. Based on the findings of the evaluation committee, a list of general conclusions and recommendations was submitted. Also documented is the present status of recommendations made by the evaluation team in the previous year. Twenty-eight appendixes to the evaluation report include: the proposal for the third party evaluation, the interview forms used, and results of a questionnaire assessment of the career education project conducted by the Department of Research and Statistics of the Oklahoma City Public Schools. (RG)

ED 126 299 CE 007 384

A Study to Design a Model of Effective Approaches, Methods and Techniques to Meet the Needs of Ethnic Minority Students in Vocational Education. Final Report.

Homitz, Allen and Associates, Oakland, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—VT-102-900

Pub Date—Sep 75

Contract—OEC-0-74-1740

Note—181p.; Not available in hard copy due to marginal reproducibility

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—American Indians, Asian Americans, Dropout Prevention, Dropout Research, Educational Needs, Educational Research, Ethnic Groups, *Minority Groups, *Models, Negroes, Post Secondary Education, Program Evaluation, *Program Improvement, Questionnaires, Secondary Education, Spanish Americans, *Student Needs, Urban Schools, *Vocational Education

The purpose of the study was to define factors associated with high (16% or more) and low (15% or less) rates of attrition of ethnic minority students in vocational education programs. Six functional areas of school operations were studied: teacher characteristics, teaching techniques, total school environment, supportive services, organization, and parent and community participation. Course profile sheets mailed to school districts identified programs having substantial enrollments of black, American Indian, Asian, and Spanish surname students and provided pertinent baseline data. A sample of programs in the 31 cooperating districts was evaluated by a questionnaire survey of teachers, currently enrolled students, and students who had dropped out. In 20 of the districts, followup site visits were made. Findings of the study were based on analysis of responses from 62 teachers and 205 students. Developed from results of the study and subjective impressions from the site visits, the model delineates 20 elements in the school environment which should be considered in improving programs for minority students. Recommendations include the need for a meaningful structure within an open, friendly, total atmosphere. Appended are a bibliography, project correspondence, course profile form, questionnaires, and site visitation checklist. (Author/RG)

ED 126 300 CE 007 386

Lewis, James P.

Evaluation of 1973-74 Vocational Programs in the Eight Pennsylvania State Correctional Institutions.

Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg.

Report No.—VT-102-903

Pub Date—Jul 74

Note—26p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Career Planning, Correctional Education, *Corrective Institutions, Participant Satisfaction, *Prisoners, Program Attitudes, *Program Evaluation, Relevance (Education), State Programs, Surveys, Tables (Data), *Vocational Education, *Vocational Rehabilitation

Identifiers—*Pennsylvania

The evaluation study of the first year of a vocational education program in eight correctional institutions in Pennsylvania sought to determine the participants' views of the program and the quality of the different program offerings. A training survey was administered to the participants to obtain information on their career goals, vocational courses, method of course selection, attitude toward course work, value of the course, and skill level. Information on the status and quality of the vocational programs was provided through instructors' responses to a program evaluation form. The sample consisted of 405 male and 23 female offenders and 59 instructors. Although offenders generally held positive views about the importance of vocational courses to future jobs, findings indicate that many were enrolled in programs with little or no relationship to their career plans or assistance in obtaining employment. Instructors generally agreed with offenders' overall belief that they possessed average skill in their course work. Most instructors rated program quality as average. Results of nine specific objectives appear in narrative and tabular form. Recommendations by the offenders for improvement of the vocational program are included in the report. Instruments used to collect the data are also included. (NJ)

ED 126 301 CE 007 387

Morton, J. B. And Others

A Mobility Study.

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Div. of Research, Planning, and Evaluation.

Report No.—VT-102-904

Pub Date—Nov 75

Note—12[illegible]p.

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—Geographic Distribution, Geographic Location, *Graduate Surveys, Maps, Migration, *Mobility, *Relocation, Research, State Surveys, *Vocational Followup, *Vocational Schools

Identifiers—*Oklahoma

The purpose of the mobility study was to determine what number and percentage of secondary, postsecondary, and full-time adult graduates of vocational-technical programs in Oklahoma find or seek employment in the same geographic region of their graduation. It was also determined what number and percentage of graduates leave the region to seek employment in each of the 11 sub-State planning regions. The results of the study are indicated in maps presented in numerical order by occupational objectives. For each of the 88 occupational objectives, a 'trained and working' map indicates the percentage of total number of graduates trained in the region and the percentage of total graduates working in other States. The 'mobility' maps, expressed in statewide percentages, show direction and level of geographic mobility and indicate the percentage of the total graduates' migration. Out-of-State migration is similarly reported, except that the migration path is drawn to the nearest State border rather than State destination. In 24 of the 88 occupational objectives, a significant difference was found between the distribution of trainees to the 11 sub-State planning regions and the distribution of graduates to the 11 sub-State planning regions. (Author/NJ)

ED 126 302 CE 007 388

Wilkerson, F. T.

A Model for the Evaluation and Revision of Adult Vocational and Non-Vocational Programs. Final Report.

Kentucky Research Coordinating Unit, Lexington.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—VT-102-909

Pub Date—[75]

Note—229p.
EDRS Price MF-$0.83 HC-$12.71 Plus Postage.
Descriptors—*Adult Education Programs, *Community Surveys, Data Collection, Educational Research, *Models, Needs Assessment, *Program Evaluation, Program Improvement, *School Surveys, Statistical Analysis

The purpose of the research project was to develop a comprehensive evaluation model that could be used to revise and improve adult education programs. The Jefferson County School System was selected for testing the model, and the problem was to determine how adequately the system provided quality adult education programs to meet the needs of the citizens of that community. The model developed contained a contextual (community needs) component and a program evaluation component. Research activities were organized into three phases. Phase one was a literature review to develop evaluation criteria and phase two consisted of an evaluation of programs by randomly selected samples of adult education teachers and currently enrolled students via mailed questionnaires. Additional data collection methods employed in phase three were: a general community survey, an employer survey, a secondary data analysis of community needs by review of census and employment data, and an educational census of all educational opportunities available to adults from other local education agencies. Based on an analysis of survey findings, recommendations were made for curriculum development, future research, and expanding the operating components of the model to include cost benefit and product evaluations. Appended are a bibliography, the survey instruments and cover letters, and results of the secondary data analysis. (RG)

ED 126 303 CE 007 405
Venn, Grant
Seeking an Administrative Commitment to Innovation.
Ohio State Univ., Columbus. Center for Vocational Education.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Apr 76
Contract—NE-C-00-4-0012
Note—21p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Administrator Role, *Career Education, *Change Strategies, *Educational Change, *Educational Innovation, Educational Policy, Inservice Education, Policy Formation

One area wherein administrative commitment to innovation can be developed is in the field of career education. Career education is a useful concept that can unite the private, public, and work lives of individuals in a meaningful manner. In order to develop the concept of career education and its meaning, new ideas and procedures as well as changes in the thinking of policy makers and administrators is necessary. Some of the ideas that have to be understood are: infusion, policy, change, authority, and history. The role of the administrator, commitment, involvement, plan development, implementation, evaluation, and redesign are all components necessary to effect change in the educational unit and to make career education successful. Strategies for securing administrative commitment to innovation include: organization constituency approach, organization methodology, and authority-reality-problem approach. Securing administrative commitment also involves other considerations which could be improved through an in-service program for line administrators. (Author/EC)

ED 126 304 CE 007 406
Resource Unit for Decision Making Skills Including Values Clarification.
Springfield Public Schools, Oreg.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—[74]
Contract—OEG-0-73-5288
Note—104p.; Not available in hard copy due to marginal reproducibility
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—Decision Making, *Decision Making Skills, *Group Activities, *Individual Activities, *Instructional Materials, *Learning Activities, Secondary Education, Teacher Developed Materials, Teaching Guides
Identifiers—*Values Clarification

The document presents teacher developed ideas for helping students gain skills in the process of decision making through individual and/or group activities. Individual activities are: (1) your own values, (2) case studies on honesty, (3) skills in helping others understand you as a person, (4) anxiety about future or conflict with parental wishes for future, (5) "T" diagram, (6) improving self concept, (7) overcoming apathy, (8) conforming to the standards of others, (9) involvement, and (10) broadening options and the decision making base. Group activities for developing and improving decision making skills focus on the following areas: (1) group decisions, (2) group consensus by problem statement, (3) group agreements, and (4) decision by consensus–six exercises on group decision making which focus on personal expectations, group trust, behavior description, relationship between feelings and behavior, communication skills, and the identification of factors which prevent a person from giving and receiving help from others. Forms for evaluating the decision making activities and a group guidance staff survey after inservice are presented. A 12-page list of resources is included. Some thoughts about the Oregon State University values seminar are presented as well as three additional activities and suggestions for implementation. (EC)

ED 126 305 CE 007 413
Cronin, F. Patrick And Others
Improving Vocational Education in Corrections: Proceedings of the Workshop for Improving Vocational Education in Correctional Institutions.
Ohio State Univ., Columbus. Center for Vocational Education.
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Manpower Training and Development.Ohio State Dept. of Education, Columbus. Div. of Vocational Education.
Report No.—VT-102-938
Pub Date—Jan 76
Note—186p.; Workshop held at the Center for Vocational Education, Ohio State University, October 28-31, 1975; Not available in hard copy due to marginal reproducibility; For related document, see CE 007 414
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—*Correctional Education, *Corrective Institutions, *Program Descriptions, Program Improvement, *Vocational Education, Vocational Rehabilitation, *Workshops

The 71 workshop participants represented vocational and correctional organizations from 41 States, Washington, D.C., and Canada. This report describes the background and proceedings of the workshop and contains the formal presentation papers. As an introduction, the history and background of the project are presented, and a brief description is provided of the preliminary information search and analysis activities, which included surveys of leaders, practitioners, and State agencies and a review and synthesis of the literature. The role of the planning committee is also briefly discussed. The four major topics addressed by the workshop were: how to develop the role of vocational education in correctional institutions, how to meet student needs, how to develop realistic programs, and how to develop cooperative approaches. Short summaries of the major presentations, along with the concerns and comments generated in the small group discussions appear in the report. Appended to the main body are the welcoming presentations, major workshop addresses, other selected addresses and reactions, a summary of the workshop program, lists of presenters and participants, and a bibliography (19 pages) of resources. (NJ)

ED 126 306 CE 007 414
Cronin, F. Patrick And Others
Workshop for Improving Vocational Education in Correctional Institutions. Final Report.
Ohio State Univ., Columbus. Center for Vocational Education.
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Manpower Training and Development.Ohio State Dept. of Education, Columbus. Div. of Vocational Education.
Report No.—VT-102-939
Pub Date—Jan 76
Note—49p.; Workshop held at the Center for Vocational Education, Ohio State University, October 28-31, 1975; for related document, see CE 007 413; an announcement of the workshop from the copyrighted "American Vocational Journal" was removed from page 14
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Correctional Education, *Corrective Institutions, Evaluation Methods, Participant Satisfaction, Program Descriptions, *Program Evaluation, Program Improvement, *Vocational Education, *Workshops

This final report provides a brief review of the plans, activities, and outcomes of the workshop. An outline of program performance on the Education Professions Development Act report form is followed by a narrative report with expanded comments on each of the outlined sections: accomplishments, major activities, problems, publicity activities, dissemination activities, progress on data collection, and evaluation plans and procedures. The workshop evaluation procedures are described with an analysis of the data and presentation of the results. The extent to which the objectives were achieved is briefly discussed. It was felt that the workshop identified important needs, began to formulate solutions, provided a forum for an exchange of ideas, and identified and utilized top leaders in the field. In the realization of the final report, the objective of developing a plan of action was achieved. The report also includes sample evaluation forms and a description of the 71 workshop participants. (NJ)

ED 126 307 CE 007 430
A Career Education Program for the Somersworth School District. Final Report.
Somersworth School District, N.H.
Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.
Report No.—VT-102-956
Pub Date—Jun 75
Contract—OEG-9-0-73-2968
Note—123p.; Some pages may reproduce badly
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors—Behavioral Objectives, *Career Education, *Elementary Secondary Education, *Program Descriptions, *Program Evaluation, *Resource Guides, Summative Evaluation

Covering the period of June 1973 to May 1975, this report describes and evaluates a comprehensive K-12 career education program in the Somersworth schools in New Hampshire. The goals of the project were to increase (1) self-awareness, (2) decision making skills, and (3) awareness, exploration, and experience in a variety of career areas. The problem area is defined, project design and procedures are described, and specific results as related to each objective are presented along with conclusions and recommendations. Appended is a 23-page catalog of printed materials, audiovisuals, and equipment resources collected by the project and made available in the career education resources center. Also appended is a third party evaluation (74 pages) of the last year's accomplishments, including recommendations relative to program continuation and a discussion of some problems involved in evaluation of the project. An item by item analysis of teacher responses to a career education questionnaire with selected comments appears. The major portion of the evaluation is a review of the program goals and objectives with the evaluator's comments and recommendations. Teacher questionnaires are appended, along with reports on a career mathematics course, a cooperative school/business community program, and a program to improve student self-concept. A listing of brief descriptions of industrial arts offerings completes the document. (NJ)

ED 126 309 **CE 007 438**

Identification of Professional Competencies Necessary for Teachers of Disadvantaged and Handicapped Youth. Final Report of EPDA Project 74122.

Kent State Univ., Ohio. Dept. of Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.Ohio State Dept. of Education, Columbus. Div. of Vocational Education.

Report No.—VT-102-966

Pub Date—31 Aug 75

Note—25p.; For related document, see CE 007 439

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Disadvantaged Youth, *Handicapped Students, Performance Criteria, Research, *Special Education Teachers, Teacher Education Curriculum, Teacher Qualifications, *Teaching Skills, Vocational Education, *Vocational Education Teachers

Identifiers—*Ohio

The purpose of this project was to identify the competencies necessary for vocational education teachers who serve Ohio's special needs students. This final report identifies the project objectives, describes the strategies implemented, and presents the results of the project. The major goals of the project were: (1) to involve three populations–State, university, and local teacher personnel–in identifying teacher competencies, (2) to develop a comprehensive list of competencies, and (3) to introduce project results to teacher educators for eventual incorporation into preservice and inservice teacher education programs. The report includes a brief sequential analysis of the extent to which the goals were attained. The procedures used to identify and validate the 112 competencies are outlined. Also included is a listing of project recommendations to consider when designing teacher preparation programs for the handicapped or disadvantaged. Appended are the tabulated results of the evaluation of the finalized competency list by teachers in the Ohio programs of occupational work adjustment, occupational work experience, and special needs. (Author/NJ)

ED 126 310 **CE 007 439**

Identification of Professional Competencies Necessary for Teachers of Disadvantaged and Handicapped Youth. Supplemental Document of the EPDA Project 74122.

Kent State Univ., Ohio. Dept. of Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.Ohio State Dept. of Education, Columbus. Div. of Vocational Education.

Report No.—VT-102-967

Pub Date—31 Aug 75

Note—143p.; For related document, see CE 007 438; Page 25 containing a copyrighted certificate of appreciation was removed and is not included in the pagination; Page 24 was retyped at the Center for Vocational Education, The Ohio State University

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—Behavioral Objectives, *Disadvantaged Youth, *Handicapped Students, Job Analysis, Performance Based Teacher Education, Performance Criteria, Program Descriptions, Questionnaires, *Special Education Teachers, Statistical Analysis, Tables (Data), Teacher Qualifications, *Teaching Skills, *Vocational Education Teachers

Identifiers—*Ohio

The report describes a project to identify the teaching competencies necessary for vocational teachers of Ohio's special needs students. Project activities and accomplishments are reported according to the three phases of the project. The first phase involved the identification of 112 teacher competencies, and the information in this section pertains to the activities and responsibilities of project personnel and includes the final list of teacher competencies. The materials in the second section relate to the major activities of phase 2, which were the distribution of the competency survey and the reporting of the preliminary results. Cover letters, survey instruments, competency identification procedures, and the results of the survey presented in the form of frequency tables are contained in this section. The third phase was designed to report the project findings. Included within this section is information relative to the two-day teacher education conference and evaluation and statistical analyses of teacher and supervisor responses represented in tables according to the currently operating Ohio program areas of occupational work experience, occupational work adjustment, and special needs program. Project results, conclusions, and recommendations as presented to the conference participants are also included. (NJ)

ED 126 311 **CE 007 440**

Placement Component, Lincoln Career Education Project. Annual Report 1974-75.

Lincoln City School District, Nebr.

Spons Agency—Nebraska State Dept. of Education, Lincoln.Office of Education (DHEW), Washington, D.C.

Report No.—VT-102-970

Pub Date—Jun 75

Note—205p.; Some pages will not reproduce well in microfiche

EDRS Price MF-$0.83 HC-$11.37 Plus Postage.

Descriptors—Annual Reports, *Career Education, *Community Resources, Developmental Programs, Educational Objectives, Elementary Secondary Education, *Job Placement, Learning Activities, *Program Descriptions, *Program Evaluation, Resource Materials, Student Placement, Student Testing, Vocational Counseling

The document contains three reports–annual, interim, and evaluation–on a project to organize resources for the planning and implementation of long range improvements in a comprehensive career education program. The report of the placement component describes activities which include an exiting placement program, career counseling, and the publication of a community resource catalog. Appended are a report on the exiting model, a sample from the catalog, and a 51-page supplement containing staff-developed materials to aid teachers in using the catalog. The three color-coded sections on readiness, awareness, and community resources contain activity forms and guidelines for implementation. An interim report on the project as a whole contains a project summary and an evaluation report. Focus of the evaluation was on three general concerns: project accomplishments in terms of stated objectives, implementation of career education activities, and impact on student outcomes. Evaluation instruments included standardized tests, questionnaires, and data collection. Analysis of findings showed that the project has successfully achieved or is making progress toward achieving most of the objectives, with significant increases in the number of career education activities and participating students. Appendixes (55 pages) include test and survey results and an implementation summary of activities. (Author/RG)

ED 126 312 **CE 007 442**

Final Report on Program Audit: Evaluation of Curriculum and Staff Development Training for Two Clusters.

District of Columbia Public Schools, Washington, D.C.Morin (Alfred J.) and Associates, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—VT-102-979

Pub Date—[74]

Contract—OEG-0-73-1234

Note—117p.

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—*Career Education, Developmental Programs, *Inservice Teacher Education, Metropolitan Areas, *Program Evaluation, Program Planning, Secondary Education, *Supplementary Educational Centers

Identifiers—*Lemuel A Penn Career Development Center

The report is a third party audit/evaluation of a research and development project to provide curriculum and staff development for the implementation of a high school career development program in two career clusters at the Washington, D.C., Lemuel A. Penn Career Development Center. A project overview is presented; major responsibilities of the evaluation team are outlined; and the findings, conclusions, and recommendations detailed. The late date of contract approval for the evaluation meant that the evaluation team was not involved in the project until it was almost completed, and personal visitation at the staff training workshops was limited. Principal data collection instruments were a participant questionnaire developed from the training objectives, interviews with project staff, and review of all available documents and materials relating to the project and training workshops. Results of the questionnaire survey are detailed in both narrative and tabular form. Based upon analysis of evaluation findings, main conclusions were that the major objectives of the RCA consulting team in workshop training were met, but that the overall program plan and stated objectives were too extensive to be accomplished in the time period allowed. More planning and project development should be implemented. (RG)

ED 126 314 **CE 007 445**

Schroeder, Paul E., Ed.

Proceedings of a Symposium on Task Analyses/-Task Inventories.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—VT-102-987

Pub Date—75

Contract—OEG-0-74-1671

Note—131p.; Symposium held at the Center for Vocational Education, Ohio State University, November 17-18, 1975; Page 121 will not reproduce well in microfiche due to small size of type

Available from—Center for Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (Order Number UN-10, $9.75)

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—Conference Reports, Cost Effectiveness, Curriculum Development, *Job Analysis, Performance Criteria, Performance Tests, *Research Methodology, Speeches, Symposia, Sys-

tems Approach, *Task Analysis, Test Construction
Identifiers—*Task Inventories

In November 1975, a group of 158 persons met in Columbus, Ohio, to discuss the processes and techniques of job task analysis and the use of task inventories. The papers presented at the symposium are reproduced in this document as prepared by their authors. For the two speakers who did not prepare papers, only references to papers previously published by them are provided. The titles of the papers are: Formats and Strategies in Information Tasks; Task and Content Analysis Methods-An Expanding View; The Job Analysis Technique of the U.S. Employment Service; Functional Job Analysis; The Comprehensive Occupational Data Analysis Program; The Position Analysis Questionnaire: From Theory to Research Practice; Information Mapping: How it Helps Task Analysis; The Marine Corps Task Analysis Program; Occupational Analysis in the U.S. Air Force; The Instructional Systems Model of the Vocational-Technical Education Consortium of States Used to Develop Performance Objectives, Criterion-Referenced Measures and Performance Guides for Learners; The Development of Job Task Inventories and Their Use in Job Analysis Research; Methods for Curriculum Content Derivation; Task Systems Analysis; Job Task Analysis in Text and Test Development; and Task Analysis: The Basis for Performance Tests and Instructional Design. (NJ)

ED 126 315 CE 007 446

The Adequacy of Vocational and Technical Education. The Report of a Special Study.

South Carolina State Advisory Council on Vocational and Technical Education, Columbia.
Report No.—VT-102-988
Pub Date—Feb 76
Note—46p.; For related document, see CE 007 447
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Employer Attitudes, *Program Effectiveness, Questionnaires, *Surveys, Tables (Data), *Technical Education, *Vocational Education
Identifiers—South Carolina

This is the report of a study of the employer perspective of vocational and technical education in South Carolina. The data are based on a return of 12 percent from a population of the 10,000 largest employers within the State. Over 9 out of 10 persons indicated they believed vocational and technical education to be a good source of trained manpower. With over half of the respondents having had experience with graduates of the programs as employees, 85 percent thought the vocational-technical graduates were as capable or more capable than other employees, with over 50 percent ranking them more capable. The respondents thought the technical colleges and centers were meeting the needs of business and industry (74 percent) and also meeting the needs of the students (90 percent). Replies also indicated confidence that the vocational education centers were meeting the needs of business and industry (59 percent), while also meeting the needs of the students (79 percent). Based on a scale of 0 to 10, with 10 being high, the technical centers received a mean rating of 7.67 by all respondents when rated in terms of overall quality of education. The rating of vocational centers in terms of overall quality of education was 6.67. Other measures of the employers' opinions of the two systems provided similar supportive findings. Appended are the survey instrument and an example of the cross-tabulation analysis. (Author/NJ)

ED 126 316 CE 007 449

Allen, Harry E. Priestino, Ramon R.

The Parole Officer Aide Program in Ohio. An Exemplary Project. Criminal Justice System Series Number 42.

Ohio State Univ., Columbus. College of Administrative Science.
Spons Agency—Law Enforcement Assistance Administration (Dept. of Justice), Washington, D.C.Ohio State Dept. of Economic and Community Development, Columbus.
Report No.—VT-102-991
Pub Date—8 Dec 75
Contract—71-E-235-B7
Note—162p.
EDRS Price MF-$0.83 HC-$8.69 Plus Postage.
Descriptors—*Correctional Rehabilitation, *Demonstration Programs, *Paraprofessional Personnel, *Parole Officers, Program Effectiveness, *Program Evaluation, Success Factors, Tables (Data)
Identifiers—*Exoffenders, Ohio, *Parole Officer Aides, Program for the Study of Crime and Delinquency

The report represents an external evaluation of a three-year project designed to use ex-offenders as paraprofessional parole officer aides in Ohio. The report includes the results of a 1974 national survey of States' use of ex-offenders in parole work as background of the study. The program is described in terms of selection and assignment, duties and limitations, training, salary, and characteristics of the selected aides. The methodology employed data from attitude questionnaires, interviews, field observations, attitude surveys of inmates and parolees, and recidivism rates. The attitudinal questionnaire indicated that, in general, the aides' attitudes and orientations are very similar to those related to success as a social worker. Indepth interviews with the aides revealed satisfaction with their work. Responses to interviews or questionnaires by parole supervisors, prison inmates, and parolees indicated general agreement that the program was worthwhile. Inmates consistently indicated a preference for parole officer aides, and parolees supervised by aides consistently ranked them higher on all questions than did those clients supervised by parole officers. In terms of recidivism, the parole officer aides were significantly more effective than parole officers. Evaluation of the 23 aides employed during the first two years indicated that their performance was equally as effective as a control group of parole officers. (NJ)

ED 126 318 CE 007 451

An Integration of Career and Consumer Education and Reading and Language Arts Program Goals. Final Report.

Portland Public Schools, Oreg. Area III Office.
Spons Agency—Oregon State Dept. of Education, Salem. Div. of Community Colleges and Vocational Education.
Report No.—VT-102-996
Pub Date—Dec 75
Note—90p.; Not available in hard copy due to marginal reproducibility; For 1974 report of the same project, see ED 110 771
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—Basic Reading, Career Awareness, *Career Education, Class Management, *Consumer Education, Demonstration Programs, Inservice Teacher Education, Integrated Curriculum, *Material Development, Media Selection, Primary Education, Program Evaluation, *Reading Materials, *Teaching Guides
Identifiers—Oregon (Portland)

The final report of this exemplary project conducted from July 1974 through June 1975 describes the development of appropriate guides for teaching career and consumer education concepts in grades 1-3 in Area III, Portland Public Schools, Oregon. Reading instruction materials adopted by the schools for 1975-81 were used as the basic information source to prepare materials for teachers and students to help them develop an awareness of primary grade-level concepts in career and consumer education. Major project activities included writing guides for the three basic reader series to show how to integrate several curriculum areas, to disseminate research products among the area schools, and to determine which goals are considered essential for the primary grades. An evaluation indicates that the project goals were accomplished, including staff and curriculum development and the development of materials, activities, and instructional management systems. Appended project materials (53 pages) include: committee job descriptions, syllabus for an inservice course, lists of pertinent audiovisual and other media, form for evaluating prototype teaching guides, cross-reference of goals and concept-descriptor terms in basic readers, learning activity modules, and course goal statements. (MF)

ED 126 319 CE 007 452

Language Experience Based Awareness Plus Hands On Exploration Plus Competency Based Preparation = A School Based Total Career Education Model. Interim Report (July 1, 1975-June 30, 1975).

Admiral Peary Area Vocational-Technical School, Ebensburg, Pa.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No.—VT-102-300
Pub Date—Sep 75
Contract—OEG-0-73-5272
Note—247p.; Not available in hard copy due to marginal reproducibility
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—*Career Awareness, *Career Education, *Career Exploration, Comprehensive Programs, Demonstration Programs, Elementary Secondary Education, Integrated Curriculum, Post Secondary Education, *Program Development, *Program Evaluation, Vocational Development

The report covers the second year of a three-year project to develop a career education continuum for grades K-14 in participating Pennsylvania school districts. Emphasis was on dissemination procedures to schools for the major project components: curriculum infusion for grades 1-8, Singer Carrels exploratory component for grades 6-8, career experience component for grade 9, and other project activities (postsecondary, community, and army reserve militia program). Described in the report are the process and product objectives and project design. For each of the components, major accomplishments, conclusions, discussion, and recommendations are delineated. A 27-page third party evaluation report by Educational Research and Development Associates is included. The evaluation design utilized student testing, survey questionnaires, and observation. It was concluded that the project has been very successful but staff size and financial limitations do not support a large scale effort. It was recommended that resources should be concentrated at particular grade levels or in one target school. Appendixes comprise 162 pages and include materials and information on curriculum infusion, the Singer Carrel program, materials relating to the career experience program, and report of the career militia project. (RG)

ED 126 320 CE 007 453

Guide for Work Education in Manitoba's Public Schools.

Manitoba Dept. of Education, Winnipeg. Div. of Vocational Education.
Report No.—VT-102-805
Pub Date—Sep 73
Note—87p.; Part III, pages 21-32, will not reproduce in microfiche because it is printed on dark colored paper
Available from—Manitoba Department of Education, 1181 Portage Avenue, Winnipeg, Manitoba, Canada R3C OV8 (No price given)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—*Cooperative Education, *Guidelines, On the Job Training, *Program Guides, Re-

cords (Forms), School Community Cooperation, Secondary Education, Vocational Education, *Work Experience Programs
Identifiers—Manitoba

Developed for teachers, coordinators, and administrators in Manitoba Public Schools, the guide provides ready access to information concerning work education. Information is organized into three major areas, differentiated by page color. Part 1, Emerging Trends in Preparing for the World of Work, discusses the philosophy and objectives, and defines terms. Part 2, Planning, Organizing, and Implementing Work Education, contains 21 topics which include: publicity; characteristics, qualifications, duties and responsibilities of staff; records and management; community and student surveys; selection of training stations; student placement and supervision; and evaluation. Part 3, Responsibilities, Liabilities, and Insurance, outlines the responsibilities of all participants including the department of education, school board, school, employer, community, and family. A bibliography lists books, microfiche, and other sources of pertinent information. Appendixes comprise 98 pages of the guide and contain 23 sample forms for use in implementing a work program. These include community and student survey instruments, promotional material, training agreement, detailed training plans for four jobs, and evaluation instruments. (RG)

ED 126 322 CE 007 455

Project Career Education K-10. Research and Development Project in Career Education: Final Report.

Oregon State Dept. of Education, Salem. Div. of Community Colleges and Vocational Education.
Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.
Pub Date—1 Oct 74
Contract—OEG-0-73-2986
Note—64p.; Pages 32-51, Section E, "Project Goals, Activities, Evaluation, Questions and Results," will not reproduce well in microfiche due to blurred type; Appended material has been deleted by the author
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—*Career Education, Community Involvement, Curriculum Development, Educational Programs, *Elementary Secondary Education, *Program Descriptions, Program Planning, Staff Improvement
Identifiers—*Project Career Education

Project Career Education K-10 (PCE/K-10) was designed to implement career education through a process of curriculum change, community involvement, staff attitude change, and program planning in the Portland, Oregon Public Schools. The Marshall High School Attendance Area was chosen as the site for implementing the project. This included one secondary school, six elementary schools, and five primary schools. The goals of the project were: to develop an overall articulation plan; implement curriculum, guidance and counseling, staff development, and community involvement programs; and implement an evaluation process for the project. The general format utilized to accomplish the project goals is described and a list of the resulting major achievements is presented together with forms used for inventories and planning procedures. The results of the project are summarized and conclusions and recommendations are outlined for the following areas: staff involvement, staff development, community resources, attendance area model, project administrators, funding timelines, evaluation, and transportability. (Author/EC)

ED 126 323 CE 007 456

Quie, Albert H.

Education and Work: A Congressional Perspective.

Ohio State Univ., Columbus. Center for Vocational Education.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—May 76
Contract—NIE-C-74-0012
Note—14p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Career Education, *Educational Assessment, *Educational Needs, Educational Objectives, Educational Problems, *Educational Responsibility, Federal Government, *Government Role, *Vocational Education

Education should be responsible for giving the student a deeper appreciation of cultural and aesthetic values as well as a better understanding of ethical and moral precepts underlying society. These responsibilities are often unfulfilled because of the failure to teach basic reading, writing, and communication skills at the elementary level and the ignoring of moral judgments at the post secondary level. A solid grasp of fundamental skills and an appreciation of the moral underpinnings of society are two basic needs education should meet which have a considerable effect on the relationship between education and work. Preparing students to function effectively in productive jobs is a fundamental responsibility of education. This view is shared by Congress and is manifested by the increasing financial support for vocational education from the Federal government. Congress also seeks to improve its data-gathering techniques in labor market information and tries to help educators experiment with models for effective career education programs. It places a high priority upon vocational education being closely related to the actual employment market. The need for career education programs can be met by utilizing trained counseling and guidance personnel and a closer cooperation between school and community. (Author/EC)

ED 126 325 CE 007 458

T and D Publications. Volume 13, Number 8.

International Labour Office, Geneva (Switzerland).
Pub Date—Mar 76
Note—60p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—*Abstracts, Employment Trends, *Foreign Countries, *Labor Force, *Manpower Development, Nonformal Education, Publications, Systems Development, *Training, *Vocational Education, Working Women

The eighth dispatch contains abstracts of publications from all over the world which focus on vocational education and training development. The first section, News in Brief, consists of 37 abstracts presented under the following topics: forthcoming events, new policies, new institutions, training systems development, training standards, management, methods and media, occupational outlook, research, and for the bookshelf. The second section consists of 20 lengthier and more substantive abstracts on the following subjects: women in employment (Iran and United Kingdom); occupational outlook (France and United Kingdom); nonformal education (Peru and Poland); systems development (Australia, Federal Republic of Germany, Ivory Coast, and Peru); agricultural vocational training (Switzerland); rehabilitation training (Brazil); syllabi of vocational secondary schools (USSR); research needs and training methodologies (United States); and youth programs (Africa and Philippines). The abstracts include a subject and contents analysis as well as the author, title, bibliographical references, and translation of title where needed. (EC)

ED 126 326 CE 007 459

Korn, Thomas A. Dunn, Dennis J.

The Task Matrix Procedure.

Wisconsin Univ.-Stout, Menomonie. Stout Vocational Rehabilitation Inst.
Spons Agency—Rehabilitation Services Administration (DHEW), Washington, D.C.
Pub Date—Nov 75
Contract—16-P-56821/5
Note—22p.; Prepared by the Research and Training Center
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Entry Workers, *Matrices, *Occupational Tests, *Task Analysis, *Task Performance, *Test Construction
Identifiers—Dictionary of Occupational Titles, DOT, *Work Sample Tests

The paper describes the task matrix procedure for determining the task content for work samples in entry-level occupations within a specified occupational group or industry. The procedure enables the work sample developer to systematically obtain and organize task information from the Dictionary of Occupational Titles in order to identify those tasks to be included in the work sample. The four basic steps in using the task matrix procedures are described in detail: (1) determining the basis for work sample development, (2) locating entry-level occupations, (3) developing the task matrix, and (4) identifying the work sample tasks. Appended materials include a five-item bibliography and a list of entry-level worker trait groups as indicated in the Dictionary of Occupational Titles, Volume 2. (Author/BP)

ED 126 327 CE 007 460

Dunn, Dennis J.

Process and Content Orientations in Vocational Evaluation Programs.

Wisconsin Univ.-Stout, Menomonie. Stout Vocational Rehabilitation Inst.
Spons Agency—Rehabilitation Services Administration (DHEW), Washington, D.C.
Pub Date—Dec 75
Contract—16-P-56821/5
Note—21p.; Prepared by the Research and Training Center
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Data Collection, Employment Opportunities, *Evaluation Methods, Individual Characteristics, Information Processing, Occupational Clusters, Orientation, Participant Characteristics, Program Development, *Program Evaluation, Program Planning, *Vocational Education

The actual operation of vocational evaluation programs appears to be guided by orientations toward process and content. Two dominant process orientations, information gathering and information processing, can be identified, as can three content orientations: individual characteristics, specific jobs, and occupational clusters. The process and content orientations have a number of implications for vocational evaluation program planning, development, and evaluation. (Author/BP)

ED 126 328 CE 007 462

Korn, Thomas A.

Occupation Finding for Placement Using the Dictionary of Occupational Titles.

Wisconsin Univ. - Stout, Menomonie. Dept. of Rehabilitation and Manpower Services. Research and Training Center.
Spons Agency—Rehabilitation Services Administration (DHEW), Washington, D.C.
Pub Date—Dec 75
Contract—16-P-56821/5
Note—11p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Employment Opportunities, *Guidelines, *Industry, *Information Seeking, *Job Application, Job Placement, Job Skills
Identifiers—*Dictionary of Occupational Titles,

DOT, *Job Search Methods

The objective of the publication is to provide placement persons with some guidelines for using one occupational information resource, The Dictionary of Occupational Titles (D.O.T.), as a more efficient tool for locating occupations in local industry. The five steps involved in occupation finding using the D.O.T. are described. (Author/BP)

ED 126 330 CE 007 464

Fulmer, John L.

TERRA FIRMA. Threshold of Educational Reform Restructuring Agriculture for Inner City Related Motivation and Accomplishments. Final Report.

Anniston City Schools, Ala.

Spons Agency—Alabama State Dept. of Education, Montgomery. Div. of Vocational Education and Community Colleges.

Report No.—VT-102-981; VT-102-982

Pub Date—75

Note—46p.; Pages 15 and 16 containing xeroxed publicity materials were not reproducible and were removed, they are not included in the pagination; Appended newspaper clippings and letters may not reproduce

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Cooperative Programs, Demonstration Projects, *Developmental Programs, Educational Innovation, *Inner City, *Program Descriptions, Publicize, Secondary Education, *Vocational Agriculture, Work Experience Programs

The report describes the first year (1974-75) activities and accomplishments of a project to provide a cooperative-based vocational agriculture program for secondary students in Anniston, Alabama. The overall objectives were to provide instruction in livestock production and horticulture, leadership training, participatory experience on a real farm, and tours to provide orientation relating to agricultural experiences. The project was subdivided into six operations that functioned concurrently: curriculum development, student recruitment, resource development, public relations, solicitation of funds, and evaluation. The report includes a breakdown and description of the procedures for each of these areas of operation. In evaluation, a brief statement is made to indicate the accomplishment of the objectives. The problems encountered are mentioned and suggestions for continued development are offered. Over one-half of the document consists of appended publicity materials and project correspondence. An outline of the swine program is also appended. Included in the document is a three-month report outlining plans and preparation for the second year of the project. (NJ)

ED 126 333 CE 007 467

Career Education in the Inner City: A Career Development Exemplary Project. An Interdisciplinary Curriculum for Grades 1-6. Revised 1976.

District of Columbia Public Schools, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—76

Note—418p.; Pages 1-59, Level 1, will not reproduce well in microfiche due to poor type; For 1973 edition, see ED 087 923; For related "Tour Guides," see ED 117 389

EDRS Price MF-$0.83 HC-$22.09 Plus Postage.

Descriptors—*Career Awareness, *Career Education, *Curriculum Guides, Demonstration Projects, *Elementary Education, Intellectual Disciplines, Interdisciplinary Approach, *Learning Activities, Resource Guides, *Urban Education, Vocational Development, Work Attitudes

The handbook provides a guide for elementary school teachers (grades 1 through 6) in developing a curriculum around five general concepts: (1) there is dignity in all work, (2) the life of a culture depends on its workers who produce goods and services, (3) there are many kinds of work, (4) mankind uses tools for work, and (5) work has rewards. Each of the six sections covers a different level of concept exploration. All five general concepts are presented at each level with appropriate supporting material for the grade level. Each concept is followed by more specific subconcepts, behavioral objectives for the child in terms of concept investigation, and suggestions for learning activities to relate the behavioral objectives and concepts to the areas of language arts, mathematics, science, social studies, art, music, physical education, and tool technology. Also listed for each concept at all six grade levels are bulletin board suggestions and resources (references, field trips, resource persons, and audiovisual aids). (Author/MS)

ED 126 336 CE 007 471

Ammerman, Harry L. And Others

Occupational Survey Report on General Secretaries: Task Data from Workers and Supervisors Indicating Job Relevance and Training Criticalness. Research and Development Series No. 109.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Jan 75

Contract—NE-C-00-3-0078

Note—236p.

EDRS Price MF-$0.83 HC-$12.71 Plus Postage.

Descriptors—Administrator Attitudes, Curriculum Planning, Job Satisfaction, Occupational Information, *Occupational Surveys, Office Occupations Education, Questionnaires, *Secretaries, Supervisors, *Tables (Data), *Task Analysis, Task Performance, *Work Attitudes

Identifiers—Task Inventories

The Center for Vocational Education is continuing its programatic research efforts to develop more effective procedures for identifying valid and necessary curriculum content. The occupational task survey report for the occupation of general secretaries is a product resulting from this effort. The task inventory data summarized were collected in eight States (Mississippi, Wisconsin, New Jersey, Washington, Ohio, Oklahoma, New Hampshire, and California). More than 700 secretaries and their supervisors responded to extensive Task Inventory Questionnaires. Data concerning worker performance, judgments about the criticalness of performance and training, and supervisor expectations were obtained through a set of 12 experimental questions for each identified task. Survey responses are presented in highly summarized and abbreviated tables. Table 1 (27 pages) contains data summaries pertaining to varying degrees of job relevance for 297 tasks of general secretaries. The summary task data are reported through the use of percentages, averages (means), and category labels. Additional tables of task data on specific items are appended. Implications from the survey about worker-supervisor differences, training needs, problem areas, and supervisor suggestions for improving performance are discussed. Appended materials (140 pages) include: a bibliography, background characteristics of respondents, and further tables of task inventory data. (Author/BP)

ED 126 338 CE 007 474

Chaiken, Jan M. And Others

A Training Course in Deployment of Emergency Services: Instructor's and Student's Manuals.

New York City Rand Inst., N.Y.

Spons Agency—Department of Housing and Urban Development, Washington, D.C. Office of Policy Development and Research.

Report No.—R-1784/1-HUDR-1784/2-HUD

Pub Date—Sep 75

Contract—H-2164

Note—353p.

EDRS Price MF-$0.83 HC-$19.41 Plus Postage.

Descriptors—*Administrator Education, *Curriculum Guides, *Delivery Systems, *Emergency Programs, Emergency Squad Personnel, Fire Fighters, *Fire Science Education, First Aid, Government (Administrative Body), Government Employees, Learning Activities, Lesson Plans, Operations Research, Police, Rescue, *Resource Guides

The course outline provides lesson plans, suggested visual aids, and references to source materials for a one- to five-day course originally developed by the New York City-Rand Institute for use with city agencies. The course was designed to improve the deployment of these agencies' emergency service units, and was presented to agency and city officials and to local analysts. In its present form the course can be used for fire service administrators and planning officers, police patrol administrators and planning officers, ambulance agency personnel, city officials, operations research analysts, and mixtures of these groups. It is suggested that the instructor's manual may be used for self study, since it contains all necessary references, but the student manual should only be used in a class setting, since the reference section in each lesson is left blank so that the student may keep a permanent record of his own notes. Each lesson outline is oriented specifically for a fire service, police service, or general audience, and contains a series of activities together with references and other suggestions which will enable lecturers to prepare a course, appropriate to the audience, from the lecture notes. (Author/SA)

ED 126 339 CE 007 475

Braden, Paul V. Paul, Krishan

Occupational Analysis of Educational Planning.

Pub Date—75

Note—11[illegible]p.

Available from—Charles E. Merrill Publishing Co., 1300 Alum Creek Dr., Columbus, Ohio 43216 ($6.95)

Document Not Available from EDRS.

Descriptors—Career Education, Data Collection, *Educational Needs, Educational Objectives, *Educational Planning, Educational Programs, *Job Analysis, Job Training, Occupational Clusters, Performance Based Education, *Program Planning, Task Analysis, *Vocational Education

Identifiers—*Occupational Analysis

The book deals comprehensively with occupational analysis, which is defined as the means for identifying and organizing that part of instructional content which is relevant to targeted performance situations. Occupational analysis yields useful information for instructional needs and helps to determine critical performance aspects warranting inclusion in the instructional programs. Part 1 discusses the nature of occupational education and provides the conceptual background needed for planning for occupational education including data requirements for the planning process. Part 2 discusses the nature, techniques, and utility of occupational analysis. Reasons for and methods of job and occupational classification are presented. Some techniques of task and job analysis are discussed in the context of applied occupational education program planning. Techniques of identification and derivation of instructional objectives which are based on occupational analysis of both jobs and tasks are presented. The instructional objectives become the building blocks of program content and are essential to occupational program planning. Appended materials include some definitions of job and task analysis, a review of the Comprehensive Employment and Training Act of 1973, a bibliography, and a tabulation of the percent distribution of occupation employment by industry in 1969 and 1975. An index is included. (Author/EC)

ED 126 340 CE 007 476

Briggs, Lloyd D., Comp. Bloom, La Nora, Comp.

Career Education Resources for Educational Personnel Development: An Annotated Bibliography.

Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—75
Note—105p.
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors—*Annotated Bibliographies, *Career Education, Counseling, Curriculum Development, *Developmental Programs, Educational Administration, Elementary Education, Guidance, Post Secondary Education, Secondary Education, *Teacher Improvement, Teacher Programs

The annotated bibliography provides descriptions of resources which are considered appropriate for educational personnel development programs to prepare teachers involved in career education. Many of the materials described in the document were designed and developed for use with students in the local school classroom. The materials are presented under the following headings: (1) elementary; (2) junior/middle–general and subject areas (language arts, science, social studies, industrial arts, home economics, and other); (3) senior–general and subject areas (language arts, business, industrial arts, math, social studies, vocational education, and home economics); (4) counseling and guidance–elementary, junior/middle, senior, post secondary, and general; (5) post secondary; (6) administration–general and curriculum development; and (7) general education. (Author/EC)

ED 126 341 CE 007 477

On-site Consultation Hearings, Occupational Safety and Health Act. Hearings before the Subcommittee on Manpower, Compensation, and Health and Safety of the Committee on Education and Labor, House of Representatives, Ninety-fourth Congress.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.
Pub Date—75
Note—187p.; Not available in hard copy due to small print
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—*Consultation Programs, Federal Government, *Federal Legislation, *Labor Legislation, Labor Standards, *Safety, *Work Environment
Identifiers—*Occupational Safety and Health Act 1970, OSHA

The hearings consider a bill, H.R. 8618, to amend the Occupational Safety and Health Act of 1970 (OSHA) which would provide on-site consultative services to employers desiring to comply with OSHA standards. H.R. 8616 was introduced to strengthen OSHA by providing an additional program that would encourage employers to voluntarily comply with safety and health standards established under the act. The testimonies presented include comments from the following: (1) State representatives from Illinois, Missouri, Nebraska, and Wisconsin; and (2) representatives from the Chamber of Commerce, National Federation of Independent Business, National Society of Professional Engineers, National Association of Manufacturers, Department of Labor, American Federation of Labor and Congress of Industrial Organizations, AFL-CIO, and the United Steelworkers of America. Other prepared statements came from the National Association of Wholesaler Distributors, Automotive Service Industry Association, Can Manufacturers Institute, National Small Business Association, National Society of Professional Engineers, and a State representative from Texas. The texts of all testimony and discussions are presented in full. (Author/EC)

ED 126 343 CE 007 479

Fireman: Naval Rate Training Manual and Nonresident Career Course.

Naval Education and Training Command, Pensacola, Fla.
Report No.—NAVEDTRA-10520-E
Pub Date—76
Note—248p.; Photographs will not reproduce in microfiche
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 0502-LP-052-6010)
EDRS Price MF-$0.83 HC-$12.71 Plus Postage.
Descriptors—*Engineering, *Engineering Technicians, Engines, *Equipment Maintenance, Fluid Power Education, Hydraulics, *Job Training, Manuals, *Occupational Information, Ocean Engineering, *Study Guides
Identifiers—*Navy

The Rate Training Manual and the Nonresident Career Course (RTM/NRCC) was prepared to assist the fireman apprentice to qualify and to advance to fireman in the Navy. The manual is designed for individual study and provides subject matter that relates directly to the occupational qualifications of the fireman rating. Fireman is one of the lower ratings in the engineering department, which is organized for the efficient operation, maintenance, and repair of the ship's propulsion plant, auxiliary machinery, and piping systems. The areas covered include: (1) administrative and operational functions of the engineering department; (2) various laws and phenomena of nature related to engineering fundamentals; (3) principles and types of ship propulsion; (4) areas of operation in basic steam cycles; (5) operating principles of boilers; (6) components of the steam turbines and reduction gears; (7) location and function of auxiliary machinery and equipment; (8) measurement instruments; (9) pumps, valves, and piping; (10) different shipboard electrical equipment; (11) internal combustion engines; and (12) engineering watches and duties. A glossary of engineering terms and the metric system are appended and an index is included. A series of six assignments is provided in the NRCC to assist the student through the training manual. (Author/EC)

ED 126 344 CE 007 480

Alley, William E.

Effect of Air Force Recruiting Incentives on Volunteer Enlistment.

Air Force Human Resources Lab., Lackland AFB, Tex. Personnel Research Div.
Spons Agency—Air Force Human Resources Lab., Brooks AFB, Texas.
Report No.—AFHRL-TR-76-5
Pub Date—May 76
Note—25p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Armed Forces, Career Opportunities, Comparative Analysis, *Enlisted Personnel, *Incentive Systems, Individual Needs, *Job Satisfaction, Motivation, *Occupational Aspiration, Organizational Climate, Perception, Rating Scales, *Recruitment, Work Attitudes, *Work Environment
Identifiers—*Air Force

The study was conducted to examine the manner in which various aspects of the Air Force are viewed by incoming recruits and to determine how these perceptions were related to volunteer enlistment decisions. Survey questionnaires were administered to basic trainees in FY 1971 (8,007) and FY 1972 (9,331). Respondents were asked to indicate their prior State of residence and whether they would enlist in the absence of the draft. They were also asked to rate a list of 15 job attributes related to the nature of work, work environment, and compensation according to their perceived importance and obtainability. By tabulating and cross- tabulating ratings on both dimensions, it was possible to characterize the career needs of the respondents and their perceptions of the Air Force as a means of fulfilling them. Regional variations in perceptions of the service were also analyzed. The results reveal differences in the way various reward outcomes were viewed by incoming recruits in terms of perceived importance and obtainability. In general, ratings of obtainability on a given attribute were much higher for volunteer enlistees than for the nonvolunteers. The analysis is supplemented with tables. A list of references is included and a tabulation of regional variations is appended. (Author/EC)

ED 126 345 CE 007 481

Vitola, Bart M. And Others

Comparison of Enlisted Air Force Accessions: 1972-1974.

Air Force Human Resources Lab., Lackland AFB, Tex. Personnel Research Div.
Spons Agency—Air Force Human Resources Lab., Brooks AFB, Texas.
Report No.—AFHRL-TR-76-7
Pub Date—May 76
Note—23p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Aptitude, Armed Forces, *Comparative Analysis, *Data Analysis, Educational Background, *Enlisted Personnel, Geographic Distribution, *Individual Characteristics, Racial Distribution
Identifiers—*Air Force

The study was conducted to determine if the Air Force has been able to sustain the quality of its force during 1973-74 as compared to 1972, the last year of the Selective Service Draft Lottery System. Data were collected on male and female non-prior service basic trainees who enlisted in the Air Force in 1972 (4,688 females and 81,563 males), 1973 (7,691 females and 71,762 males), and 1974 (8,952 females and 64,405 males). Data were collected on the following: year of birth; aptitude scores (Airman Qualifying Examination, Armed Services Vocational Aptitude Battery, and Armed Forces Qualification Test); years of education completed; geographic area of enlistment; and racial subgroup membership. An analysis of the data is presented with supporting tables. Discussion of the findings cover: (1) the Air Force is an equal opportunity employer, (2) the Air Force is enlisting young individuals who are less talented than older enlistees, (3) a moderate gain in the distribution of educational level existed during 1973-74, (4) the removal of draft pressure has not adversely affected the quality of enlistees, and (5) a deviation from the 1972 geographic pattern of aptitude levels appeared. A list of references is included. (Author/EC)

ED 126 346 CE 007 482

Smith, James F.

Continuation Versus Recurrent Pilot Training.

Air Force Human Resources Lab., Williams AFB, Ariz. Flying Training Div.
Spons Agency—Air Force Human Resources Lab., Brooks AFB, Texas.
Report No.—AFHRL-TR-76-4
Pub Date—May 76
Note—15p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Aircraft Pilots, Armed Forces, Educational Needs, *Flight Training, Job Skills, Job Training, Military Service, Retention, *Retention Studies, Retraining, *Skill Obsolescence, Training Techniques, *Vocational Retraining

the document addresses the question of the degree to which United States Air Force (USAF) pilot skills deteriorate as a function of reduced or deleted aircraft flying time. An examination of the results of several studies concerning the effects of periods of inactivity on pilot skill retention and subsequent retraining requirements indicate that a more efficient and cost-effective method for maintaining a pool of near combat-ready pilots may be possible. Adoption of an annual massed retraining program (as opposed to the present method of conducting continuation training over a full year) could achieve a reduction of more than 50% in required aircraft flying hours. Data from these studies suggest that if USAF pilot requirements permit, recurrent training could be delayed for an indefinite number of years with no significant increase in the average number of aircraft hours required per pilot when such recurrent training is conducted. The data also suggest that the use of high fidelity instrument and procedures simulators, during non-aircraft flying periods, would foster overlearning of system operation and voice procedures and the maintenance of limited motor skills. Integration of training in these devices into the aircraft recurrent training course would enhance the effectiveness of the total program. (Author/EC)

ED 126 347 CE 007 483

Lucas, Stephen R. And Others

A Report on the Nature of the Use of Learning Activity Packages in Distributive Education Programs and the Determination of Change Orientation of Distributive Education Teachers.

Pub Date—23 Apr 76

Note—20p.; Paper presented at the annual conference of the American Educational Research Association (San Francisco, California, April 23, 1976)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Curriculum Research, *Distributive Education, Distributive Education Teachers, *Instructional Materials, Questionnaires, State Surveys, *Student Attitudes, *Teacher Attitudes

Identifiers—North Carolina, Russells Change Orientation Scale

The Interstate Distributive Education Curriculum Consortium (IDECC) completed 500 learning activity packages (LAPs) designed to develop 983 competencies for 69 jobs in distribution in 1974. The research was to determine: the degree to which distributive education (DE) teachers were using the IDECC LAPs, the attitudes of DE students in regard to the LAPs, and why some DE teachers were using the LAPs while others were not (measured by the Russell Scale to determine change orientation for vocational teachers). Of the 11 Consortium States, North Carolina was selected to be surveyed. Approximately 15% of North Carolina's DE teachers (38 subjects) were randomly selected, as well as a representative sample of their students, and asked to complete questionnaires. The teacher questionnaire resulted in a 73.68% response with 42.85% of the responding DE teachers reporting use of the LAPs and 57.15% reporting no use. There were 95 respondents to the student questionnaire. Usable return on the change orientation scale totaled 19. Findings and conclusions are reported according to three categories: the teacher questionnaire, the student questionnaire, and the change orientation scale. Four recommendations are presented and copies of the questionnaires are appended. (Author/MS)

ED 126 348 CE 007 484

Meers, Gary D.

Introduction to Special Vocational Needs.

Nebraska Univ., Lincoln. Dept. of Vocational-Technical Education.

Note—30p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Career Education, *Curriculum Development, Disadvantaged Youth, Educational Needs, Handicapped Students, Program Design, *Special Programs, Student Needs, *Teaching Skills, *Vocational Education

Identifiers—*Special Vocational Needs Programs

The document contains two readings and a competency list meant to serve as an introduction to the area of special vocational needs. A special vocational needs program is defined as a program designed for those in need of vocational training who cannot succeed in a regular vocational program due to a handicapping condition (mental, physical, or emotional) or the effects of disadvantagement (academic or socioeconomic). A teacher competency list, offered as a guide for pre- and inservice teacher education programs, presents competencies developed under seven major headings: program planning, curriculum development, method of instruction, evaluation, guidance, human relations, and management of learning and behavior. The first reading discusses five components of a model (identification of program goals, specification of competencies, defining indicators of success, developing modalities of instruction, and program evaluation) and their utilization in a systematic approach to designing career education programs for the special needs student. A sequential procedure for curriculum modification to meet all student needs is described in the second reading. It includes status assessment, progressive instructional unit change, learning style analysis of a unit, readability measurement of printed classroom materials, and exploration of possible unit weaknesses. (Author/MS)

ED 126 349 CE 007 485

Fedje, Cheryl Harouff, Marge

Cooperative Occupational Home Economics: A Handbook for Nebraska Teacher Coordinators.

Nebraska Univ., Lincoln. Dept. of Vocational-Technical Education.

Pub Date—Jan 76

Note—80p.

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Admission Criteria, Advisory Committees, *Cooperative Programs, Guidelines, Instructor Coordinators, *Occupational Home Economics, Program Administration, Program Content, *Program Coordination, Program Descriptions, Program Development, Program Evaluation, *Program Guides, Records (Forms), Student Placement, Supervisory Activities, Teacher Qualifications

The handbook is designed to provide assistance to school personnel in the development and operation of a cooperative occupational home economics program. It can serve as a guide to the teacher-coordinator as a new program is developed or as a resource for strengthening an existing program. Topics covered in the handbook's 22 chapters are: occupational home economics program, differences between the two aspects of the vocational home economics program, vocational home economics program, occupational home economics clusters, teacher qualifications, the teacher-coordinator, steps in initiating an occupational home economics program, steering committee, determining the need for an occupational home economics program, advisory committee, policy statement, student selection, job analysis, selection of training stations, placement of students, training plan and agreement, student reports (daily, weekly, and periodic), FHA/HERO (Federal Housing Administration/-Home Economics Related Occupations) student organization, publicity, end of year activity, program evaluation, and coordination activities. Information is presented in paragraph as well as chart form and sample records and reports are included where appropriate. Definitions of 19 terms related to occupational home economics are also contained in the handbook. Appended is a manual for supervisors of occupational home economics student-learners. (Author/MS)

ED 126 350 CE 007 488

Williams, M. Ruth Lindberg, David S.

An Introduction to the Profession of Medical Technology. Second Edition.

Pub Date—75

Note—135p.

Available from—Lea & Febiger, 600 S. Washington Square, Philadelphia, Pennsylvania 19106 ($5.00)

Document Not Available from EDRS.

Descriptors—Accreditation (Institutions), Certification, Clinical Experience, *Educational Programs, Employer Employee Relationship, *Employment Opportunities, Ethics, *Health Occupations Education, Historical Reviews, Interpersonal Relationship, *Medical Technologists, *Occupational Information, Personnel Policy, Professional Associations, Professional Occupations, *Program Descriptions, Student Role, Textbooks

The publication, intended primarily as a textbook for an introductory course in medical technology, also contains information useful to high school and junior college guidance counselors and of interest to medical technologists as a reference on the historical background of the profession. The book first defines medical technology and then presents a brief historical review. Subsequent chapters describe: the development of standards for training (registration, certification, and licensure), accrediting agencies, education and training (academic programs, clinical training, evaluating medical technology programs, opportunities for the physically handicapped, and graduate study), interpersonal relationships as a student and employee, employment opportunities (hospitals, the private laboratory, public health laboratories, sales, industry, research, teaching, other employment opportunities, salaries, and the future of medical technology), professional ethics, professional organizations and registries, supportive personnel and other certifications, and personnel policies. Each of the 11 chapters is followed by a reference list. Some chapters also include a list of suggested readings. Appended are the addresses of nine professional organizations and a 21-item glossary. (Author/MS)

ED 126 355 CE 007 494

Barlow, Melvin L.

Implications From the History of Vocational Education. Occasional Paper No. 15.

Spons Agency—Ohio State Univ., Columbus. Center for Vocational Education.

Pub Date—Feb 76

Note—14p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Educational History, Educational Objectives, *Educational Principles, Professional Associations, *Program Development, *Vocational Education

Today's vocational education program can be traced to basic principles established during the formative period of vocational education. Although the implementation of vocational education may change, basic principles continue to stand. Four points of view, randomly selected from the past 200 years, which seem to be present in vocational education programs today are the concepts of: (1) an educated worker, (2) "who" in vocational education, (3) what constitutes vocational education, and (4) professional association. The impact of the concept of the educated worker was reflected in the support of general/vocational education by labor unions during the 1800's, the elements of general/vocational instruction of the Smith-Hughes Act, and the broad educational goals stated by the National Society for the Promotion of Industrial Education (NSPIE) in 1907. Likewise, the concept of "who" in vocational education was inclusively pronounced in 1908: "Race, creed, color, sex, or national origin shall not debar anyone from vocational education." In regard to what constitutes vocational education, the principle of social concern and relationship of vocational education to social well-being has not changed. Moreover, the American Vocational Association is based upon the earlier foundations of the NSPIE and the National Society for Vocational Education. (EA)

ED 126 360 CE 007 500

EPIE Career Education S*E*T*. Volume 1: How to Select and Evaluate Instructional Materials. ***Selection and Evaluation Tools.

Educational Products Information Exchange Inst., New York, N.Y.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—75
Contract—NIE-C-74-0138
Note—110p.; For Volume 2, see CE 007 501
Available from—EPIE Institute, 463 West Street, New York, New York 10014 (Volume 1, $10.00; Both volumes, $31.00)
Document Not Available from EDRS.
Descriptors—*Career Education, *Content Analysis, Elementary Secondary Education, Evaluation Criteria, *Evaluation Methods, Instructional Materials, *Media Selection, Racial Discrimination, *Racism, Sex Discrimination, *Sex Stereotypes

The document, one of two volumes which comprise the EPIE (Educational Products Information Exchange) Career Education S*E*T* (Selection and Evaluation Tools), is designed to provide schools with information needed for the evaluation and successful selection of instructional materials. Chapter 1 provides a device by which teachers and administrators can pinpoint their schools' position on career education and the procedures for materials selection. It shows how to measure the depth of the career education concepts presented within a framework of the instructional design of materials under consideration. Chapters 2 and 3 present evidence of race and sex bias found in career education materials, provide checklists for identifying bias in any materials, and suggest methods for counteracting bias found in materials being used. The final chapter explains how to assess producers' evaluation activities so that materials selectors can evaluate the efforts publishers make toward the improvement of their materials. Appended are: a list of State career education coordinators, a list of career education periodicals, a list of manuals describing skill-training materials, and a feedback form. A table of contents for volume 2 is also included. (Author/MS)

ED 126 361 CE 007 501

EPIE Career Education S*E*T*. Volume 2: Analysis of Seven Hundred Prescreened Materials. ***Selection and Evaluation Tools.
Educational Products Information Exchange Inst., New York, N.Y.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—75
Contract—NIE-C-74-0138
Note—295p.; For Volume 1, see CEE 007 500
Available from—EPIE institute, 463 West Street, New York, New York 10014 (Volume 2, $21.00; Both Volumes, $31.00)
Document Not Available from EDRS.
Descriptors—*Abstracts, Adult Education, *Annotated Bibliographies, *Career Education, *Content Analysis, Elementary Secondary Education, Films, Filmstrips, *Instructional Materials, *Resource Guides, Teacher Education

The document, one of two volumes which comprise the EPIE (Educational Products Information Exchange) Career Education S*E*T* (Selection and Evaluation Tools), contains abstracts of both commercial and noncommercial career education materials for all age levels. Introductory material includes a brief definition of career education, an outline of the definition used to screen materials for the catalog, a summary of the contents of Volume 1, and information on how to use the volume. Analyses of the instructional materials are presented in seven color-coded sections: printed materials, filmstrips, films, multimedia, miscellanea, noncommercial products, and products under development. For each item the author, publisher, copyright date, components, target audience, curriculum role, and producers' evaluation activities are identified. The item's instructional design (objectives, content, method/activities, and evaluation) are briefly described and coded to indicate which of six elements of career education (self-knowledge, decision making, educational development, career awareness, economic awareness, and other competencies) are present. The noncommercial materials in the volume have been submitted to the ERIC system. Separate indexes are provided for commercial products, noncommercial products, and publishers/distributors (commercial and noncommercial). A table of contents for Volume 1 is also included. (Author/MS)

ED 126 362 CE 007 512

Berwitz, Clement J.
The Job Analysis Approach to Affirmative Action.
Pub Date—75
Note—327p.
Available from—John Wiley & Sons, Inc., 605 Third Avenue, New York, New York 10016 ($19.95)
Document Not Available from EDRS.
Descriptors—*Affirmative Action, Costs, Employer Attitudes, *Equal Opportunities (Jobs), Federal Legislation, *Guidelines, *Job Analysis, Labor Legislation, Manpower Development, *Models, *Personnel Management, Policy Formation, Program Development
Identifiers—Dictionary of Occupational Titles, United States Employment Service, *Wagner College Affirmative Action Plan

Based on the model used in developing the Wagner College Affirmative Action Plan (Wagner College, Staten Island, New York), the book provides conceptual guidelines and methods for implementing the job analysis approach to Affirmative Action plans. It should be useful to personnel directors, employment counselors, and manpower planners. The book begins with the proposal that the technology developed by the United States Employment Service (USES) provides the most complete and effective methodology available. The author's thesis is that Affirmative Action means good personnel management, and that once this is achieved through job analysis and objective employer attitudes, government prodding through legislation will no longer be necessary. The first chapter reviews basic assumptions involving the USES Job Analysis Formulation and the "Dictionary of Occupational Titles", Third Edition (DOT 3) as well as manpower supply-demand imbalances. Other chapters review manpower-related literature; present an in-depth description of the USES Job Analysis Methodology and the DOT 3; relate components of Revised Order No. 4 with the methodology to implement the program at Wagner College; present findings, costs, and benefits; and discuss policy implications. Approximately 100 pages of explanatory DOT information and Wagner College job title information are appended. (Author/EA)

ED 126 363 CE 007 678

Fairchild, Charles K.
Development of Performance Standards for Employment Service. Volume 2: Part B. Findings and Recommendations. Final Report.
Shelley (E. F.) Associates, Inc., Washington, D.C.
Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.
Report No.—DLMA-20-36-74-22-2
Pub Date—1 Aug 75
Note—147p.; For related documents, see CE 007 224-7; Not available in hard copy due to poor quality of type; Portions of the document will not reproduce well in microfiche
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—Cost Effectiveness, Economic Factors, *Employment Services, *Federal Programs, Job Placement, Performance Factors, *Program Evaluation, *Statistical Analysis, *Statistical Data, Tables (Data)

The objective of the project was to develop methods for establishing output and input performance standards for the placement and placement support functions of the United States Employment Service (ES). This part of Volume 2 reports substantive findings and recommendations developed during the course of the project. A key recommendation is that performance standards be used in an Integrated Management System context in conjunction with planning, budgeting, evaluation, and diagnostic tools to improve overall performance. The volume presents findings from an intensive analysis of the internal structure of the Balanced Payment Formula (BPF), the ES performance-based budgeting tool; findings from an analysis of the effects of external economic, policy, and law factors on ES performance; and findings from field tests of data collection and analysis methods to be used for establishing ES input standards. Appended materials include: BPF Formula Tables for fiscal years 1975 and 1976; 1976 BPF Arithmetic Statement; BPF Simulation Results; and other tables. (Author/SA)

ED 126 364 CE 007 695

Erickson, Richard C. Wentling, Tim L.
Measuring Student Growth: Techniques and Procedures for Occupational Education.
Pub Date—76
Note—443p.
Available from—Allyn & Bacon, Inc., 470 Atlantic Avenue, Boston, Massachusetts 02210 ($14.95)
Document Not Available from EDRS.
Descriptors—Agricultural Education, Business Education, Educational Testing, Health Occupations Education, Home Economics, Industrial Arts, Industrial Education, *Measurement, Measurement Goals, Measurement Instruments, *Measurement Techniques, Reliability, Standardized Tests, *Student Evaluation, Student Testing, Technical Education, *Test Construction, Test Interpretation, Test Selection, Trade and Industrial Education, Validity, *Vocational Education

Designed for current and future occupational instructors, counselors, and administrators, the comprehensive measurement text is directed toward all subject areas in occupational education–industrial, business/distributive, home economics, agriculture, health occupations, and personal/public services. It offers necessary guidelines to select, develop, apply, and evaluate teacher-made and standardized vocational education tests. Part 1 focuses on reasons for using measurement procedures and techniques, types of instruments, and some concepts essential to a broad understanding of the area of study. Specific measurement concepts examined include: validity, reliability, measurement error, scales of measurement, point of reference for measurement, and role of measurement. Part 2 contains in-depth chapters on: Basic Considerations for Teacher-made Tests, Planning the Test, Constructing Measures of Cognitive Achievement, Constructing Measures of Performance, Constructing Measures of Affect, Assembling the Teacher-made Instrument, and Evaluating Teacher-made Instruments. Part 3 discusses the use of standardized instruments in vocational programs. The concluding section covers the administration of teacher-made/standardized instruments; scoring, reporting, and interpreting test results; and the use of measurement data and information in occupational programs. (EA)

ED 126 365 CE 007 696

Grade, Blanche L.
A Study of the Entry Crisis to a Nursing Home.
Pub Date—76
Note—63p.; Master's Thesis, University of Wisconsin
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—*Adjustment (to Environment), Community Involvement, Crisis Therapy, *Gerontology, *Institutionalized Persons, Institutional Personnel, Institutional Role, *Intervention, Interviews, *Nursing Homes, *Senior Citizens, Staff Role

The study is directed to the entry crisis faced by the elderly in moving to institutions for the aged. The Skaalen Sunset Home for the Aging, a 273-bed nursing home located in Stoughton, Wisconsin, was selected as the research site. Initially, a group interview was conducted with members of the Skaalen residents' council of 13 elderly to discuss the study. Twelve persons were randomly selected from each section of the home (infirmary, resident section, and suites) for individual interviews. Interview questions focused on previous knowledge of Skaalen prior to entry, the decision to enter, helpful staff/resident responses during the crisis of entry, and attitude changes. The study indicated that a suffering of losses appeared greatest for those uninformed about the institution. Those persons occupying the suites were overall more independent and satisfied. Residents showed concern about newcomers, either actively or passively, and staff was mentioned as a positive resource. Recommendations for facilitation of the educational process included the use of resident teams to publicize and educate, personal sharing of resident life stories, mutual staff/resident support, intermingling of community members and residents in recreation classes, and increased staff/resident involvement in institutional planning. (EA)

ED 126 366 CE 007 697

Salmon, Elizabeth E.

An Analysis of Citizen Participation Programs Relating to the Federal Water Pollution Control Act Amendments of 1972 (P.L. 92-500): Case Studies of the Washington County Project; State of Wisconsin; and Dane County, Wisconsin Programs.

Pub Date—76

Note—94p.; Master's Thesis, University of Wisconsin-Madison; Figures 1, 2, 3, 13 on pp. 35, 40, 43, 70 may not reproduce well in microfiche due to poor type quality

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—*Adult Education, *Community Development, *Community Involvement, Community Programs, Decision Making, *Federal Programs, Program Costs, Program Design, Program Planning, Public Support, *Water Pollution Control

Identifiers—*Wisconsin

The thesis, which presents an analysis of three Wisconsin citizen participation programs relating to the Federal Water Pollution Control Act Amendments of 1972 (Public Law 92-500), has identified the adult education role in teaching and applying skills, promoting growth in governmental understanding, assisting in public planning and decision-making processes, and contributing to community betterment. A public participation program is designed by each governmental agency as a part of its work plan; public participation is needed to determine costs and benefits and to assure acceptability of water quality planning decisions. The three case studies, which are presented to demonstrate the process and problems of public participation programs include the programs of Washington County, Wisconsin under Section 108, Pollution Control in the Great Lakes, dealing with nonpoint source pollution, and the State of Wisconsin and Dane County, Wisconsin 208 programs, which are Area-wide Waste Treatment Management Programs concerned with point/nonpoint source pollution problems. With the assistance of a model, each of the case study public participation programs is examined in terms of identification of publics to be involved, level of involvement, and design of program. (Author/EA)

ED 126 368 CE 007 699

Law, Charles J., Jr.

A Search for a Philosophy of Vocational Education.

Pub Date—16 May 75

Note—71p.; A Paper presented at the Annual Meeting of State Directors of Vocational Education (Washington, D.C., May 12-16, 1975)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Educational Assessment, *Educational History, Educational Philosophy, *Educational Theories, *Historical Reviews, National Programs, State of the Art Reviews, *Vocational Education

In the light of the manifest need for a clear, concise, defineable philosophical base the author presents an historical review of vocational education in the United States, and questions the validity of its early beliefs and tenets in terms of the needs of today's society. Five chapters discuss the following topics: (1) the pressure for re-evaluation of the philosophy of vocational education programs and of program accountability in relation to Federal funding; (2) the historical search for a philosophical base, touching on: the Land-Grant College movement of Jonathan Baldwin Turner, the manual training philosophy of Calvin M. Woodward, the trade school movement, the 1963 Vocational Education Act, and the philosophies and opinions of John Dewey, Charles W. Eliot, Charles A. Prosser, Melvin L. Barlow, and other educators; (3) tentative philosophy based on five factors of vocational education considered in terms of a longitudinal historical perspective of vocational education as a function of formal education; (4) the salability of theoretical versus concrete skills; and (5) Leon M. Lessinger's theories regarding curriculum development. A summary presents five conclusions. Lessinger's paper, Educational Stability in An Unstable Technical Society, is appended. (LH)

ED 127 414 CE 005 656

Gutmanis, Ivars And Others

Study of Manpower Requirements by Occupation for Alternative Technologies in the Energy-Related Industries, 1970-1990. Volumes I, IIA, and III.

National Planning Association, Washington, D.C.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—FEA/B-75/387; FEA/B-75/388; FEA/B-75/390

Pub Date—Aug 74

Contract—FEA-C-03-50232-00

Note—660p.; Volume II B was not sent to the Clearinghouse; For related document, see ED 114 538

Available from—National Technical Information Service, Springfield, Virginia 22151 (Volume 1, PB-243-474, MF $2.25, HC $8.50; Volume 2 A, PB-243-475, MF $2.25, HC $7.25; Volume 3, PB-243-477, MF $2.25, HC $7.00; Paper copy of the set of four reports is available as PB-243-473-SET at $28.00)

Document Not Available from EDRS.

Descriptors—*Construction Industry, *Employment Projections, *Energy, Energy Conservation, Fuels, Futures (of Society), *Industry, *Manpower Needs, Petroleum Industry, Planning, Prediction, Technological Advancement, Trend Analysis

The report presents the methodology used by the National Planning Association (NPA), under contract to the Federal Energy Administration (FEA), to estimate direct labor usage coefficients in some sixty different occupational categories involved in construction, operation, and maintenance of energy facilities. Volume 1 presents direct labor usage coefficients estimated from industry surveys and also a detailed breakout and recapitulation by occupation and energy sector, of the computed total direct labor requirements based on the NPA coefficients and activity levels specified in a trail FEA scenario for energy development through 1977, 1980, and 1985. Volume 2 part A contains coefficients for the following industries: petroleum, natural gas, nuclear energy, and synthetic fuels. Volume 3 presents a comparison of direct labor usage coefficients for construction and operation and maintenance of energy activities estimated from industry surveys by the NPA with coefficients estimated by task forces established by the FEA for its Project Independence Report of November 1974. (NTIS)

ED 127 415 CE 005 896

Placement and Follow-Up in the Vocational Rehabilitation Process. Ninth Institute on Rehabilitation Services.

Kentucky State Dept. of Education, Frankfort. Bureau of Rehabilitation Services.

Spons Agency—Rehabilitation Services Administration (DHEW), Washington, D.C.

Report No.—SRS-25007-001

Pub Date—May 71

Contract—SRS-25007

Note—153p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB-243-209; MF $2.25, HC $6.25)

Document Not Available from EDRS.

Descriptors—Employment Counselors, Employment Practices, Employment Programs, *Guidelines, *Job Placement, Program Improvement, *Rehabilitation Programs, *State of the Art Reviews, *Vocational Counseling, *Vocational Rehabilitation

The report was prepared to increase awareness of the importance and nature of the placement process, to review current practices in placement and followup, and to provide guidelines to assist rehabilitation counselors in improving the delivery of placement and followup services. (NTIS)

ED 127 416 CE 005 928

A Follow-Up Study of Closed Vocational Rehabilitation Cases.

National Analysts, Inc., Philadelphia, Pa.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Report No.—SRS-06954-001

Pub Date—Jun 74

Contract—SRS-06954

Note—172p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB-243-001; MF $2.25, HC $6.25)

Document Not Available from EDRS.

Descriptors—*Cost Effectiveness, Employment Level, *Employment Programs, *Followup Studies, Job Placement, Job Training, *Program Effectiveness, Program Evaluation, Success Factors, Vocational Counseling, Vocational Education, *Vocational Rehabilitation

The study consists of a followup survey of about 4,000 recipients of vocational rehabilitation (VR) services in six States over a three year period (1967-69). The objectives were (1) to describe employment levels of VR cases after closure, (2) to conduct cost/benefit analyses of services provided, and (3) to identify salient characteristics associated with successful rehabilitants at the time of application. Data are based on personal interviews, case files, and records of service dollar expenditures. (NTIS)

ED 127 422 CE 007 469

Peterson, Richard E. And Others

Postsecondary Alternatives to Meet the Educational Needs of California's Adults. A Feasibility Study Prepared for the California Legislature. Final Report.

California State Legislature, Sacramento. Assembly.

Pub Date—Sep 75

Note—193p.

Available from—Postsecondary Alternatives Study, 1116 9th Street, Room 34, Sacramento, California 95814

EDRS Price MF-$0.83 HC-$10.03 Plus Postage.

Descriptors—*Adult Education, *Adult Learning, *Continuous Learning, Educational Administration, *Educational Alternatives, Educational Needs, Educational Resources, *Extension Education, *Post Secondary Education

Identifiers—*California

This report explains why California should invest in the continued education of its adult citizens and recommends 17 steps as the most urgently needed investment now. The report has two main themes: First, California should increasingly conceive of providing accessible and diversified postsecondary learning alternatives to meet the educational needs of all its adult citizens. Secondly, California now has the opportunity to provide these alternatives. The introduction of the report explains the origins and progress of the Postsecondary Alternative Study which has led to the present document. Then, based on an analysis of the need for learning alternatives and an inventory of all currently existing California resources for meeting this need, Part I of the report identifies seven major unmet needs: (1) Help in the location of educational opportunities; (2) Individual assessment, counseling, and career planning services; (3) Equity for part-time students in state and institutional policies; (4) Educational programs for groups with special needs; (5) Additional off-campus or "external" upper-division and graduate programs; (6) Individualized degree-oriented learning opportunities; and (7) Certification of academic and occupational competence without the need for formal instruction. The 17 recommendations offered in Part II of the report are addressed to these priority needs. The report concludes with an appendix containing cost estimates for the new services proposed in a section of Part II. (WL)

ED 127 425 CE 007 511

Bottoms, Gene

Fusing the Career Education Concept into the Fiber of the State Educational System.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—May 76

Contract—NE-C-00-4-0012

Note—25p.; Paper presented at the Career Education National Forum (2nd, Washington, D.C., February 1976)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Agency Role, *Career Education, Educational Planning, Educational Programs, Interagency Cooperation, State Agencies, *State Departments of Education, State Programs, *Statewide Planning

Identifiers—Georgia

The approach of Georgia's career education program is one in which the state leadership serves first as a catalyst in stimulating local educators to reexamine the educational needs of their students, and second, as a source of assistance to local educators as they think through, within the context of their local environments, the changes they believe are needed. It is essential to recognize the need to conceptualize career education on a much broader basis than had been thought in the beginning–a department-wide implementation thrust as opposed to a program approach. An attempt at such a comprehensive approach with total department involvement would have failed completely seven years ago. The Georgia State Department of Education has been building a base and a climate of understanding for the initiation of a much broader and more comprehensive approach to the implementation of the career education concept. Career education will continue to flourish as state program managers come to perceive career education as a part of their responsibilities. (Author/TA)

ED 127 426 CE 007 516

Leone, Richard D. Burke, Donald R.

Women Returning to Work and Their Interaction with a Temporary Help Service.

Temple Univ., Philadelphia, Pa. Center for Labor and Manpower Studies.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Pub Date—May 76

Contract—DL-21-42-74-11

Note—235p.

Available from—National Technical Information Service, Springfield, Virginia 22151

EDRS Price MF-$0.83 HC-$12.71 Plus Postage.

Descriptors—*Employment Services, Employment Statistics, Females, Job Placement, *Labor Market, Manpower Needs, *Part Time Jobs, Personnel Selection, Recruitment, Statistical Analysis, Vocational Adjustment, Work Attitudes, Work Experience, *Working Parents, *Working Women

Statistical analysis of the process of labor market reentry through a Temporary Help Service (THS) can provide a better understanding of the dynamics of female labor market accommodation and an insight into the role played by a THS as a labor market institution, especially as it facilitates the successful reentrance of women into the work force. It was found that THS met the employment needs of women, particularly those with children, and enabled those who might otherwise not have found acceptable jobs to contribute to their household income. Of greater significance, however, were the contacts made with potential employers originally referred by THS. These contacts had a positive influence on long run adjustments to the world of work. In effect, THS is a clearinghouse where women can fulfill their immediate employment needs. Findings suggested that agencies presently disseminating labor market information, such as the Employment Service, schools, and manpower training programs, should be alerted to the range of opportunities provided by THS, particularly for reentry level women. In addition, employers should be made aware that the THS industry can provide competently qualified employees to meet temporary needs. (Author/TA)

ED 127 428 CE 007 533

Hohenshil, Thomas H., Ed.

New Dimensions in Placement Services. Annual Conference for Career Counseling and Vocational Education (5th, Blacksburg, Virginia, February 6 & 7, 1976).

Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.

Spons Agency—Virginia State Advisory Council on Vocational Education, Blacksburg.

Pub Date—Jun 76

Note—176p.

Available from—Harry L. Smith, Publication Information and Publications, State Department of Education, Richmond, Virginia 23216 (Order Number CP-5, $3.00)

EDRS Price MF-$0.83 HC-$10.03 Plus Postage.

Descriptors—Career Education, *Conference Reports, Employment Counselors, *Employment Problems, *Job Placement, Rural Schools, Secondary Education, *Student Placement, Urban Schools, *Vocational Counseling, Vocational Education

The general purpose of this conference was to examine the current views and programs regarding new dimensions in educational and job placement services. Participants from five states attended the conference, held at the Virginia Polytechnic Institute and State University, Blacksburg, Virginia. The report reproduces the complete texts of speeches presented at the conference, including references, bibliographies and handout materials. The major addresses were: "Education, Work, and Placement Services in American Education," Mr. Willard Wirtz, National Manpower Institute; "Imperatives Regarding Placement Services in Secondary Schools," Mrs. Lucy Crawford, Virginia Polytechnic Institute; "The Provision of Placement Services: Roles for Educational Personnel," Dr. Dean Hummel, Virginia Polytechnic Institute; "To Place or Misplace: That Is the Question?", Dr. Carl McDaniels, Virginia Polytechnic Institute; "Placement Services: How to Get Started in Urban and Rural Educational Institutions," Mr. Raymond Wasil, Ohio Division of Guidance and Testing. Seven special interest sessions were available for participants. Texts of these activities are presented with references and bibliographies. Personnel of five exemplary placement projects in Virginia described their programs. Conference agenda and listing of participants are appended. (TA)

ED 127 429 CE 007 536

Vickers, Theo Hunter

Development and Proposed Implementation of a Career Education Curriculum Utilizing a Matrix Technique.

Spons Agency—Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.

Pub Date—75

Note—72p.; Research for Education Specialist Degree, Western Kentucky University

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Administrator Guides, Career Awareness, *Career Education, Career Planning, Concept Formation, Curriculum Design, *Curriculum Development, *Delivery Systems, Educational Planning, Elementary Secondary Education, *Instructional Design, Instructional Materials, Learning Activities, Planning, Post Secondary Education, Program Guides, *Regional Planning

Identifiers—Kentucky

This project paper explains the theoretical basis that educators used in writing developmental career education materials for Project Green River Opportunities for Work (GROW) in Region 3, Kentucky, and outlines the steps regional and district personnel took in laying the groundwork for the publication, "Learning Concepts in Career Development." Formation of regional personnel committees to plan the scope, sequence, and delivery system design included in the kit is described. The report concludes with recommendations for the kit's use and discusses improvements. The author indicates that the Region 3 method of selecting concepts and choosing a mini-unit technique for its matrix design for kindergarten through secondary and post-secondary levels can serve as a model by others in planning similar career education programs. The matrix format described uses the kindergarten through post-secondary grade levels as the vertical dimension, and mini-units under learning concept headings of self awareness, career awareness, appreciations and attitudes, and decision-making skills form the horizontal dimension of the matrix. Appendix A presents the Project GROW sequential delivery system for career education matrix design. Appendix B develops the four learning concepts in career development. Appendix C outlines four mini-units in self awareness. Appendix D contains the mini-unit evaluation sheet. A list of references is included. (Author/TA)

ED 127 430 CE 007 546

Cook, Joyce Williams, Jeanne

Proceedings of the National Coordinating Conference for Administrators of Part D and FY 1973 Part C Projects and Programs, Funded under P.L. 90-576 (Dallas, Texas, January 28-30, 1975).

Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.

Pub Date—[75]

Note—199p.; Chart on page 161 is not reproducible due to small, broken type

EDRS Price MF-$0.83 HC-$10.03 Plus Postage.

Descriptors—*Career Education, *Conference Reports, *Educational Administration, Educational Legislation, Program Development, Program Evaluation, Program Improvement, Vocational Education

The objectives of the conference, determined by a Conference Steering Committee together with staff of the U.S. Office of Education, were: (1) to identify and promote effective methods and techniques for moving career education from a project status into an ongoing educational program status; (2) to determine and discuss major issues in the implementation and continuation of career education at the local, state, regional, and federal levels; (3) to provide an opportunity for the sharing of methods, techniques, and materials being utilized in the various projects; (4) to promote the improvement of career education evaluation; (5) to share information about the implications of recent and pending legislation for career education and vocational education programs. The keynote address was "Career Education–Projects to Program." Other topics addressed were: Implications of recent and pending legislation for career education, the evaluation of career education programs, program plans and prospects in 1975 and 1976. Reports from local project personnel, third-party evaluators, state administrators of Part D programs, and teacher educators are included in the report along with reports from work groups. Conference agenda and listing of participants are appended. (Author/TA)

ED 127 432 CE 007 571

Carroll Press, Cranston, R.I.

Career Guide to Professional Associations: A Directory of Organizations by Occupational Field.
Carroll Press, Cranston, R.I.
Pub Date—76
Note—286p.
Available from—Carroll Press, 43 Squantum St., Cranston, R. I. 02920 ($8.95)
Document Not Available from EDRS.
Descriptors—Career Awareness, *Career Planning, *Directories, Occupational Guidance, *Occupational Information, Occupations, Organizations (Groups), *Professional Associations, Resource Guides

The purpose of this guide is to offer a complete view of all professional associations within a specific occupational field. Contents pages give a complete listing of the career field titles and page numbers for searching organizations in related fields. Section I organizes information under the headings of career field, name and address, and comments. The career field classification system of the guide follows the "Dictionary of Occupational Titles," Volume II, U. S. Department of Labor. Classifications are limited to the first three digits in the numerical code for more comprehensive coverage. On each right-hand page in this section is a key to abbreviations. Section II, Appendix, includes an alphabetical index to the 2,000 organizations as an aid in searching for specific occupational headings. Also included in the appendix are organizations omitted from the guide, and a 16-item bibliography of supplementary sources of information. (TA)

ED 127 433 CE 007 572

Hinrichs, Roy S., Comp.
Improving Measuring Skills. Industrial Arts Series No. 10,004.
Mississippi Research and Curriculum Unit for Vocational and Technical Education, State College.
Spons Agency—Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.
Pub Date—75
Note—71p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—*Drafting, *Industrial Arts, Instructional Aids, Measurement, Measurement Instruments, *Measurement Techniques, Secondary Education, *Skill Development, Vocational Education
Identifiers—Rulers (Instruments)

Each of the five units in this instructional packet contains instructions for showing students how to "read" the ruler and measure, exercises to give the student the required practice needed to become skillful at this task, and tests to determine achievement. The five units cover inch, half-inch, fourth-inch, eighth-inch and sixteenth-inch measurements. A diagnostic evaluation test is provided for identifying those students who cannot measure correctly as well as each student's particular measuring problem. The material is presented in the form of 1-page instruction sheets, 1-page exercises and 1-page tests designed to be traced onto ditto or mimeograph stencils. The "How To" instructions are intended for use in making transparencies to be used when explaining and showing students how to measure or for use as student pass-out material. (HD)

ED 127 434 CE 007 573

Hinrichs, Roy S., Comp.
Drafting Exercises to Improve Understanding. Industrial Arts Series No. 10,007.
Mississippi Research and Curriculum Unit for Vocational and Technical Education, State College.
Spons Agency—Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.
Pub Date—76
Note—47p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Classroom Materials, *Drafting, *Industrial Arts, *Instructional Aids, Instructional Materials, Trade and Industrial Education, Vocational Education, *Workbooks

These materials, which can be used to supplement a drafting program, are designed to assist the instructor in helping students develop a better understanding of certain areas of drafting. The materials are divided into exercises that allow the student to devote full attention to one aspect of drafting at a time, and tests, which can be used either for determining student's degree of understanding, for additional exercises, or for use as part of a regular testing program. Instructions are given for exercises and tests, both of which cover: Scale Measuring, Orthographic Projection, Hidden Lines, Dimensioning, Isometric Construction, and Cabinet Drawing. This unbound material was prepared to be easily traced onto ditto or mimeograph stencils for reproduction. (HD)

ED 127 435 CE 007 57

Hinrichs, Roy S., Comp. Stone, Gary A., Comp.
Resource Information for Industrial Arts. Industrial Arts Series No. 10,008.
Mississippi Research and Curriculum Unit for Vocational and Technical Education, State College.
Spons Agency—Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.
Pub Date—76
Note—42p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Bibliographies, Films, *Industrial Arts, *Information Sources, *Instructional Materials, Practical Arts, Publications, *Resource Materials, Secondary Education, Vocational Education

Designed to assist teachers in improving industrial arts programs, this resource guide lists (1) 102 sources of free instructional materials (industries and trade associations), (2) 30 equipment and supply catalogs, (3) 80 loan films costing only the price of return postage, and (4) 124 books, 5 professional journals, and 10 magazines suggested for a building and industrial arts library. The free teaching aids and materials section is subdivided into industrial arts, safety, and metric information categories. Topics in the loan film list are industrial arts, career education, environmental education, safety, and other. Books suggested for purchase are subdivided into 22 categories. Full addresses are included for all sources. (HD)

ED 127 436 CE 007 578

Meyer, Herbert H. Lee, Mary Dean
The Integration of Females into Male-Oriented Jobs: Experiences of Certain Public Utility Companies.
University of South Florida, Tampa.
Spons Agency—Employment and Training Administration (DOL), Washington, D.C.
Pub Date—76
Contract—DL-21-12-75-18
Note—199p.
Available from—National Technical Information Service, Springfield, Virginia 22151
Document Not Available from EDRS.
Descriptors—*Affirmative Action, Blue Collar Occupations, Employee Attitudes, Employer Attitudes, Employment, *Equal Opportunities (Jobs), Females, Job Satisfaction, Manpower Development, Manpower Utilization, Performance Factors, *Professional Occupations, Promotion (Occupational), Sex Stereotypes, Success Factors, *Vocational Adjustment, *Work Attitudes, *Working Women

Detailed information was obtained from ten utility companies and individuals in those companies regarding their experiences with the integration of women into traditionally male jobs. The results showed that efforts to employ women in such jobs were predominantly positive, in spite of negative attitudes and resistance. A great majority of the women in male-oriented jobs were judged by their managers, peers and subordinates to be performing at least as well as most men in their respective jobs. Women in blue-collar jobs were likely to have more difficulties in adjusting to, and performing well in, the male oriented jobs than were women in professional or managerial jobs. Recommendations made with regard to actions that can be taken by organizations of all kinds to facilitate the integration of women into traditionally male jobs include: (1) The program must be monitored by an influential central staff person or group in the organization, (2) it must have strong backing from key executives, and (3) special recruiting, selection, training, and follow-up programs are often necessary to maximize the success of integration efforts. (NTIS/TA)

ED 127 438 CE 007 586

Wilkie, Barbara J.
Orientation to Marketing Careers.
Florida State Dept. of Education, Tallahassee. Div. of Vocational, Technical and Adult Education.
Pub Date—74
Note—310p.; For related documents see CE007587-589
Available from—Florida Department of Education, D/D Section, Division of Vocational Education, Knott Building, Tallahassee, FL 32304 (In-state $6.34, Out-of-state $12.49)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—Career Awareness, *Career Education, *Career Exploration, Career Opportunities, Classroom Materials, Curriculum, *Distributive Education, Junior High Schools, Learning Activities, *Marketing, Prevocational Education, Resource Materials, Study Guides, *Teaching Guides, Vocational Education

Designed as a 6- to 9-week unit of instruction at the middle or junior high school level, this course offering represents a segment of a comprehensive course in orientation to vocational occupations. (When this comprehensive course is completed, a student may enroll in one or more of the three elective courses in distributive education providing an opportunity to explore in greater depth career opportunities in retailing, marketing service industries, and wholesaling–each of which has its own similar curriculum guide). The offering covered by this curriculum guide is intended to make the student aware of the broad field of marketing activities and the careers available to him within the various businesses, industries, and agencies. The guide is divided into two sections: The Teacher's Guide and Student Materials. The ten units in the Teacher's Guide are (1) Making It In Marketing, (2) Marketing Research and Information, (3) Standardization and Grading, (4) Buying Materials, Machinery, Manpower, (5) Personal Selling and Promotion, (6) Storage of Merchandise, (7) Transportation of Products and People, (8) Financing Marketing Activities, (9) Risks Involved in Marketing, and (10) Management Decisions and Policies. Each unit includes competency statements, performance objectives, concepts developed, suggested equipment, recommended materials, consumable supplies, special resources, pre- and post-test evaluation instruments-with keys, group and individual learning activities, and special media. The Student Materials section is composed of (1) Student Handouts, (2) Scene and Survey Evaluation Instruments, and (3) Special Resources (Audio-Visuals, Resource Publications, Commercial Games, and Names and Addresses of Sources). (HD)

ED 127 439 **CE 007 587**

Wilkie, Barbara J., Ed.

Making It in Marketing Services. Exploration of Marketing Services Careers.

University of South Florida, Tampa.

Spons Agency—Florida State Dept. of Education, Tallahassee. Div. of Vocational, Technical and Adult Education.

Pub Date—74

Note—433p.; For related documents, see CE 007 586-589

Available from—D/D Section, Division of Vocational Education, Florida Department of Education, Knott Building, Tallahassee, Florida 32304 (In-state, $6.59; out-of-state, $12.50)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Career Awareness, *Career Education, Career Opportunities, Classroom Materials, *Distributive Education, Intermediate Grades, Junior High Schools, Learning Activities, *Marketing, *Prevocational Education, Resource Materials, Study Guides, *Teaching Guides, *Vocational Development, Vocational Education

This curriculum guide is designed to be used with a distributive education course offering. It provides students, at the middle or junior high school level, an opportunity to explore marketing services careers. The guide is divided into two sections: The Teacher's Guide and Student Materials. The Teacher's Guide is composed of eleven units: (1) Making It in Marketing Services, (2) Real Estate, (3) Finance, (4) Insurance, (5) Transportation, (6) Communication, (7) Recreation, (8) Business Services, (9) Personal Services, (10) Lodging/Food, and (11) Special Activities (a unit which may be used throughout the course). These units are separated into three areas: (1) Unit Overviews, which includes a competency statement, performance objectives, concepts developed, suggested equipment, recommended materials, consumable supplies needed, and special resources, (2) Evaluation Keys, and (3) Learning Activities, which contain group and individual learning activities for each performance objective, as well as special media applicable to each objective and its set of learning activities. The Student Materials section covers the areas of: (1) Student Handouts, (2) Scene and Survey Evaluation Instruments, and (3) Special Resources, which includes audio-visual resources, resource publications, commercial games, and resource organizations and agencies. (HD)

ED 127 440 **CE 007 588**

Wilkie, Barbara J.

Exploration of Retailing Careers.

Florida State Dept. of Education, Tallahassee. Div. of Vocational, Technical and Adult Education.

Pub Date—74

Note—395p.; For related documents see CE 007 586, 587, and 589.

Available from—Florida Department of Education, D/D Section, Division of Vocational Education, Knott Building, Tallahassee, FL 32304 (In-state $6.56, Out-of-state $12.73)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Career Awareness, Career Education, *Career Exploration, Career Opportunities, Careers, Classroom Materials, Courses, Curriculum, Curriculum Guides, *Distributive Education, Junior High Schools, Learning Activities, *Marketing, *Prevocational Education, *Retailing, Secondary Education, Teaching Guides, Vocational Education

Designed as a semester unit of instruction at the middle or junior high school level in the exploration of retailing careers, this distributive education curriculum guide is divided into two sections: The Teacher's Guide and Student Materials. One of the elective courses intended as a followup to "Orientation to Marketing Careers," it provides the student with an opportunity to experience the tasks performed by retailers through "hands-on activity" projects making him aware of the broad field of marketing activities and the careers available to him within various retail businesses. The Teacher's Guide has nine units: (1) Rapping About Retailing, (2) Buying the Merchandise, (3) Shipping and Receiving, (4) Sales Promotion, (5) Personal Selling, (6) Customer Services, (7) Credit and Control, (8) Management, and (9) Special Activities which may be used throughout the course. These units are separated into three areas: (1) Unit Overview, which includes a competency statement, performance objectives, concepts developed, suggested equipment, recommended materials, consumable supplies needed, and special resources, (2) Evaluation Keys, and (3) Learning Activities, which contain group and individual learning activities for each performance objective and special media applicable to each objective and its set of learning activities. The Student Materials section is composed of (1) Student Handouts, (2) Scene and Survey Evaluation Instruments, and (3) Special Resources (Audio-Visuals, Resource Publications, Commercial Games, and Resource Organizations and Agencies). (HD)

ED 127 441 **CE 007 589**

Wilkie, Barbara J.

Exploration of Wholesaling Careers.

University of South Florida, Tampa.

Spons Agency—Florida State Dept. of Education, Tallahassee. Div. of Vocational, Technical and Adult Education.

Pub Date—74

Note—312p.; For related documents, see CE 007 586-588

Available from—D/D Section, Division of Vocational Education, Florida Department of Education, Knott Building, Tallahassee, Florida 32304 (In-state, $4.41; out-of-state, $8.43)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Career Awareness, Career Choice, *Career Education, *Career Exploration, Career Opportunities, Career Planning, Classroom Materials, *Curriculum Guides, *Distributive Education, Instructional Materials, Intermediate Grades, Junior High Schools, Learning Activities, Middle Schools, *Prevocational Education, Teaching Guides, Vocational Education, *Wholesaling

This curriculum guide is for a distributive education offering designed as a semester unit of instruction at the middle or junior high school level, providing the student with an opportunity to explore in greater depth the varied career opportunities available in wholesaling through "hands-on activity" projects. The Teacher's Guide Section is composed of eight units. The first seven cover the content of the course; the eighth, "Special Activities," contains materials which may be used throughout the course. Each of the seven units for the teacher is separated into three areas: Unit Overview, Evaluation Keys, and Learning Activities. Each unit overview includes: A competency statement, performance objectives, concepts developed, suggested equipment, recommended materials, consumable supplies needed, and special resources. Evaluation keys reflect the answers to evaluation instruments found in the Student Materials Sections. The Learning Activities area in each of the first seven teacher units contains group and individual learning activities for each performance objective, as well as special media applicable to each objective and its set of learning activities. The Student Materials Section is composed of three areas: student handouts (which cover a major portion of the student section), evaluation instruments, and special resources. (Author/TA)

ED 127 442 **CE 007 594**

Probation Officer Training Checklist: A Guide for Training Newly Appointed Federal Probation Officers.

Federal Judicial Center, Washington, D.C.

Report No.—FJC-74-8

Note—45p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Corrective Institutions, *Federal Courts, Federal Government, Inservice Programs, *Job Training, Law Enforcement, Post Secondary Education, *Probation Officers, Teaching Guides, Training Objectives, Vocational Education

This training checklist, designed to assist in educating and training federal court personnel, was developed to assure that every new officer received all of the training required for the adequate performance of his (or her) duties. The checklist is not a lesson plan. Substantive material and information available to the trainer (and listed here) are to be added to provide the knowledge needed. The format of the checklist begins before the officer enters on duty in a section called Prior to Employment. Further training guides list activities and information covered in the Orientation Training Phase, On-The-Job Training Phase (First to Sixth Month), and Professionalism (Six Months to Retirement). After listing major areas of concern to consider during the first week, the checklist follows a task analysis of the duties of a probation officer as outlined in Chapter 8 of the "United States Probation System Administrative Manual." In some instances additional or background information is provided to supplement a task. Some training resources are listed at the end. The authors recommend that as each item in the checklist is accomplished by a trainee, the date be placed beside that item and that the checklist later be filed as a permanent record of training. (HD)

ED 127 443 **CE 007 596**

Letterwriting for Secretaries. Student Manual.

Civil Service Commission, Washington, D.C. Bureau of Training.

Note—52p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Business Correspondence, *Clerical Occupations, Instructional Materials, Job Training, *Office Practice, *Secretaries, *Vocational Development, Vocational Education, Writing Skills

Designed for a 6-day training session, this manual includes a 27-item reading list of references for letterwriting (five of them government publications), detailed instruction, and nine examples of good letters. Examples and exercises are provided on how to write as you talk, good and poor opening sentences, coherence, transitions and linking ideas, sentence strength and tone, use of simpler and more conversational words and phrases, and active-passive voice. Other topics covered include brevity, weak sentences, and use of semicolons. (HD)

ED 127 444 **CE 007 607**
Oates, Flora B.
Ethnic Hairdressing.
Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.
Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
Pub Date—Dec 73
Note—72p.; Not available in hard copy due to poor reproducibility of photographs
Available from—Vocational-Technical Curriculum Laboratory, Rutgers, The State University, Building 4103, Kilmer Campus, New Brunswick, New Jersey 08903 ($2.50)
Document Not Available from EDRS.
Descriptors—*Cosmetology, Curriculum, *Ethnic Groups, Instructional Materials, *Job Training, Post Secondary Education, Secondary Education, Service Occupations, *Skill Development, Trade and Industrial Education, *Vocational Education

The practical aspects of ethnic hairdressing for the beginning student in the field of Cosmetology are presented in this manual. Lessons and review questions are provided to give the student a knowledge of the problems encountered in dealing with the many different variations in hair, as well as to serve as a foundation for more complex material. This manual does not cover theory and history. It has nine chapters of instruction that include graphic illustrations: (1) Professional Ethnics, (2) Sanitary Requirements and Procedures, (3) The Nature of Hair, (4) Disorders of the Hair and Scalp, (5) Shampooing and Drying the Hair, (6) Hair Straightening, (7) Curling and Setting the Hair, (8) Haircutting, and (9) Hairstyling Hints. Study guides are provided at the end of each chapter to test learning and to promote independent thought. There are no questions on procedures, since a written exercise does not serve as an indication of skill. (HD)

ED 127 445 **CE 007 609**
Leigh, Duane E.
The Effect of Job Experience on Earnings Among Middle-Aged Men. Institute for Research on Poverty Discussion Papers.
Wisconsin Univ., Madison. Inst. for Research on Poverty.
Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.Employment and Training Administration (DOL), Washington, D.C.
Report No.—IRP-DP-318-75
Pub Date—Oct 75
Note—28p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Age, Career Change, Caucasians, Economic Research, Educational Background, *Educational Experience, *Employment Experience, Job Skills, Job Training, Labor Economics, *Males, Mathematical Models, *Middle Aged, Negro Employment, Negroes, Occupational Mobility, Occupational Surveys, Occupations, Racial Differences, Vocational Education, *Wages, Work Experience

The primary purpose of this paper is to improve on the specification of job experience as measured by current age, minus age at completion of formal schooling. The process of acquiring productive job skills was modeled by first focusing on the determination of the level of first-job occupation and then, given initial occupation, examining the determinants of occupational advancement. The impact of initial occupational level and occupational change on current (1966) wage rates were then examined. In the empirical analysis, separate equations for middle-aged black and white men were estimated to focus on racial differences in the acquisition of labor market experience. The primary finding is that it is work experience accompanied by occupational advancement, rather than work experience per se, that has an effect on the distribution of wage rates. (Author/HD)

ED 127 446 **CE 007 613**
McCormack, Edward J. And Others
A Handbook for the Preparation of Educational Personnel in Career Education. Final Project Report.
Spons Agency—Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.Northern Illinois Univ., De Kalb.
Pub Date—30 Jun 76
Contract—PCB-A6-015
Note—234p.
EDRS Price MF-$0.83 HC-$12.71 Plus Postage.
Descriptors—*Administrative Personnel, *Career Education, *Higher Education, Inservice Programs, Instructional Systems, Models, *Preservice Education, Professional Personnel, Professional Training, Program Design, Resource Guides, Teacher Educators, Teachers, Vocational Development

The handbook contains a set of related elements designed to assist persons concerned with preparing educational personnel in career education, identifies and discusses some basic elements needed to create a preservice career education program on a university campus to complement inservice training. Chapter 1 presents the handbook rationale. Chapter 2 discusses career education as the effort of bringing about a high integration of self (the individual) and the system (work setting), to the satisfaction of both. Chapter 3 presents a career development process model from which is derived a career development program model and an interpersonal career facilitation model. Chapter 4 offers suggestions for the management of university level career education programs. Chapter 5 contains an organized selection of appropriate preservice career education goals and objectives and some references to guides to assess career education material. Chapter 6 presents formative course evaluations at Northern Illinois University, including a course outline and sample lesson unit for six courses. The handbook uses supporting tables and illustrations, and includes references and a bibliography. (Author/TA)

ED 127 448 **CE 007 625**
Krohn, Miriam H.
Planning for Career Options. Career Options Series for Undergraduate Women.
Catalyst, New York, N. Y.
Spons Agency—International Business Machines Corp., New York, N.Y.
Pub Date—75
Note—37p.; For related documents, see CE 007 626-629
Available from—Catalyst, 14 East 60th Street, New York, New York 10022 (Order Number U11, $1.-95)
Document Not Available from EDRS.
Descriptors—Career Choice, Career Opportunities, *Career Planning, College Students, Employment Opportunities, *Females, Goal Orientation, Higher Education, Job Market, Occupational Information, *Professional Occupations, *Undergraduate Students, Working Women

This workbook is part of a set of self-guidance publications prepared by Catalyst, a national nonprofit organization, and written specifically for undergraduate women to help them bring their aspirations into focus, develop realistic career goals and plan for career options in fields which, at the managerial and professional levels, have been traditionally male-dominated. The workbook develops a step-by-step exploration and assessment for individual use, focuses on career aspects and provides rating charts and checklists to help answer major questions regarding career options. Major headings are: "Motivations for Working," "Get to Know Yourself Better," "Explore Your Strengths," "Identify Your Interests," "Your Hopes and Wishes," "Evaluate Your Experience," "Examine Your Aptitudes," "An Overview of Career Options," "Explore the Work World," "A Look at Lifestyle Options." (Author/TA)

ED 127 449 **CE 007 626**
Moore, Barbara Jordan
Launching Your Career. Career Options Series for Undergraduate Women.
Catalyst, New York, N. Y.
Spons Agency—International Paper Company Foundation, New York, N.Y.
Pub Date—76
Note—44p.; For related documents, see CE 007 625-629
Available from—Catalyst, 14 East 60th Street, New York, New York 10022 ($1.95)
Document Not Available from EDRS.
Descriptors—Career Choice, Career Opportunities, *Career Planning, *College Students, Employment Interviews, *Females, Higher Education, *Job Application, Job Market, Occupational Information, *Professional Occupations, Working Women

This booklet, part of a set of self-guidance publications prepared by Catalyst, a national nonprofit organization, is written specifically for undergraduate women to help them bring their aspirations into focus, develop realistic career goals, and launch an effective job campaign for fields which, at the managerial and professional levels, have been traditionally male-dominated. The booklet includes interviews with individuals who have achieved success in their field and addresses other issues facing women today, including the right to make independent choices and to gain autonomy, and the importance of informed and imaginative planning. Major topics are: "It's a New Era," "Getting Started," "Self-Appraisal," "Writing Your Resume," "Corporate Recruitment on Campus," "Other Job Sources," "The Interview," "The Job Market," and "Your Legal Rights." (Author/TA)

ED 127 450 **CE 007 627**
Rowes, Barbara
Have You Considered Accounting? Opportunities for Women Are Expanding. Career Options Series for Undergraduate Women.
Catalyst, New York, N. Y.
Spons Agency—International Paper Company Foundation, New York, N.Y.
Pub Date—75
Note—32p.; For related documents, see CE 007 625-629
Available from—Catalyst, 14 East 60th Street, New York, New York 10022 ($1.95)
Document Not Available from EDRS.
Descriptors—Accountants, *Accounting, Career Choice, Career Opportunities, *Career Planning, *College Students, Employment Opportunities, *Females, Higher Education, Job Application, Job Market, Occupational Information, *Professional Occupations, Working Women

This booklet is part of a set of self-guidance publications prepared by Catalyst, a national nonprofit organization. It is written specifically for undergraduate women to help them bring their aspirations into focus, develop realistic career goals and plan for career options in fields which, at the managerial and professional levels, have been traditionally male-dominated. The booklet covers the spectrum of positions within the field of accounting, educational preparation, and the employment outlook during the next decade as well as interviews with individuals who have achieved success in the field. The booklet also addresses other issues facing young women today, such as the right to make independent choices and to gain autonomy, and the importance of informed and imaginative planning. Major topics are: "Portrait of an Accountant," "Career Options," "Educational Preparation," "The Employment Outlook," "Talking with Women Students about Accounting," "Lifestyle Options." Numerous photographs are included to supplement the text. (TA)

ED 127 451 CE 007 628

Stashower, Gloria

Have You Considered Engineering? Opportunities for Women Are Expanding. Career Options Series for Undergraduate Women.

Catalyst, New York, N. Y.

Spons Agency—International Business Machines Corp., New York, N.Y.

Pub Date—76

Note—40p.; For related documents, see CE 007 625-629

Available from—Catalyst, 14 East 60th Street, New York, New York 10022 ($1.95)

Document Not Available from EDRS.

Descriptors—Career Choice, Career Opportunities, *Career Planning, *College Students, Employment Opportunities, *Engineering, Engineers, Females, Higher Education, Job Application, Job Market, Occupational Information, *Professional Occupations, *Working Women

This booklet, part of a set of self-guidance publications prepared by Catalyst, a national nonprofit organization, is written specifically for undergraduate women to help them bring their aspirations into focus, develop realistic career goals and plan for career options in fields which, at the managerial and professional levels, have been traditionally male-dominated. The booklet covers the spectrum of positions within the field of engineering, educational requirements, and the employment outlook during the next decade as well as interviews with individuals who have achieved success in the field. The booklet also addresses other issues facing young women today, such as the right to make independent choices and to gain autonomy, and the importance of informed and imaginative planning. Major topics are: "Portrait of an Engineer," "Career Options," "Educational Preparation," "Employment Outlook," "Lifestyle Options." Numerous photographs are included in the text. (TA)

ED 127 452 CE 007 629

Bliss, Betsy L.

Have You Considered Industrial Management? Opportunities for Women Are Expanding. Career Options Series for Undergraduate Women.

Catalyst, New York, N. Y.

Spons Agency—General Electric Foundation, Ossining, N.Y.

Pub Date—76

Note—40p.; For related documents, see CE 007 625-628

Available from—Catalyst, 14 East 60th Street, New York, New York 10022 (Order Number U6, $1.95)

Document Not Available from EDRS.

Descriptors—Career Choice, Career Opportunities, *Career Planning, Employment Opportunities, Females, Goal Orientation, Higher Education, Industrial Personnel, Industrial Relations, Job Market, *Management, Occupational Information, *Professional Occupations, Undergraduate Students, *Working Women

This booklet is part of a set of self-guidance publications prepared by Catalyst, a national nonprofit organization. Written specifically for undergraduate women, the booklet should help them bring their aspirations into focus, develop realistic career goals, and plan for career options in fields which, at the managerial and professional levels, have been traditionally male-dominated. The booklet covers the field of industrial management in terms of (1) spectrum of positions, (2) educational preparation, (3) employment outlook during the next decade, and (4) interviews with individuals who have achieved success in the field. The booklet also briefly addresses issues facing young women today, such as making independent choices, gaining autonomy, and realizing the importance of informed and imaginative planning. (Author/TA)

ED 127 453 CE 007 632

Fardig, Glen E.

Handbook for the Development of Vocational Education Modules.

Kentucky Univ., Lexington. Vocational Education Curriculum Development Center.

Pub Date—Apr 75

Note—58p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Curriculum Development, Guides, *Individualized Instruction, *Instructional Materials, Manuals, Material Development, *Performance Based Education, Teaching Techniques, *Vocational Education, Writing

This handbook was written primarily to assist module developers working in the Kentucky Competency-Based Curriculum Project. It was also prepared to help module developers in other areas of education as well as to help administrators who would be installing programs of this type in their schools. This handbook provides an explanation of competency-based-vocational education and a glossary of terms. Separate sections describe the components of a module and the format: Title, Introduction, Directions, Objectives, Series of Learning Activities, Special Learning Materials, Instruction Sheets, Student Self-Checks, and an Instructor's Final Checklist. Exemplary samples of each component are given. Guidelines and suggestions for writing each component, for choosing and developing instructional illustrations and media material, and for evaluating modules are also included. (HD)

ED 127 454 CE 007 634

Morris, Judith L.

Learning Stations: A Dynamic Approach to Career Education.

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Pub Date—Jul 75

Note—92p.

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Activity Units, Career Education, *Career Exploration, Elementary Education, Elementary School Mathematics, *Individualized Curriculum, *Instructional Materials, Language Arts, *Learning Activities, Learning Laboratories, Skill Development, Social Studies, Social Values

Identifiers—*Learning Stations

This curriculum guide presents career education material in the form of learning stations, which are individualized, independent skill- or content-oriented activities, that can be used by elementary school teachers to provide opportunities for pupils to use a skill or acquire an ability. Objectives, directions for completion, materials required, evaluation procedures, and, when appropriate, answer keys and illustrations are provided at each station. The 42 stations are designed for and grouped under Science and Social Studies (9), Language Arts (7), Mathematics (6), Social Values (7), and Miscellaneous (13). Introductory material indicates that (1) use of stations can stimulate growth in self-direction, self-discipline, responsibility, creativity, ability to follow directions, and social interaction; (2) use of this type of program requires the teacher to have individual weekly conferences with each pupil in order to evaluate the academic progress, plan directions for the pupil to continue learning, and monitor progress by spot-checking, observation, informal conferences, and periodic testing; (3) all questions, instructions, and illustrations contained in this guide should be mounted on poster board. An evaluation form for the booklet and a list of references are provided. (TA)

ED 127 455 CE 007 635

Carpenter, Corinne K. Volpe, Margaret E.

Workbook for Dental Records.

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Pub Date—Mar 75

Note—279p.

Available from—Vocational-Technical Curriculum Laboratory, Rutgers–The State University, Building 4103, Kilmer Campus, New Brunswick, New Jersey 08903 ($4.00, plus $0.40 postage)

Document Not Available from EDRS.

Descriptors—*Dental Assistants, Dentistry, *Health Occupations Education, Individualized Instruction, *Medical Record Technicians, Post Secondary Education, *Recordkeeping, Records (Forms), Senior High Schools, Simulation, Technical Education, Workbooks

This workbook contains 18 units of instruction for dental assistant students, each designed to give students practical experience in completing forms that simulate realistic situations in a dental office. Units are: (1) The Appointment Record, (2) The Recall System, (3) Clinical Records, (4) Estimates, (5) Daily Record Sheet, (6) Patient's Financial Record, (7) Statements, (8) Collections, (9) Monthly Summary of Daily Record, (10) Checks, (11) Banking Forms, (12) Bank Statements, (13) Monthly Expense Sheet, (14) Yearly Recapitulation, (15) Tax Records, (16) Supplies, (17) Laboratory Records, (18) Mail. Each unit contains basic information, procedure to follow in completing the forms, questions, assignments, and an achievement test. After the material is presented by the instructor, each student can progress according to his or her capabilities. The preface indicates that the workbook may be used in conjunction with a classroom textbook and any other available references on dental records. (HD)

ED 127 456 CE 007 638

Miklus, Samuel

Teacher Guide for Airbrush.

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Pub Date—Sep 71

Note—76p.

Available from—Vocational-Technical Curriculum Laboratory, Rutgers–The State University, Building 4103, Kilmer Campus, New Brunswick, New Jersey 08903 ($2.50, plus $0.40 postage)

Document Not Available from EDRS.

Descriptors—*Art Education, Art Materials, Art Teachers, *Commercial Art, Curriculum, Photography, Post Secondary Education, Reprography, Secondary Education, *Teaching Guides, Vocational Education

Identifiers—*Airbrush

In a brief introduction, this guide identifies some of the career opportunities open to competent airbrush artists and indicates the most frequent users (technical illustrators, photo retouchers, commercial artists and designers) of the airbrush technique. The guide includes objectives for teaching airbrush, equipment and materials needed, preparation of projects, procedure for setting up equipment, the air brush process, cleaning and maintenance of equipment, and graphic illustrations of common errors with causes and remedies identified. Nine suggested rendering projects, which list each project's objectives and procedures, cover a major portion of the guide. The appendix offers sources for supplementary reading, a list of airbrush manufacturers, and possible sources for equipment and supplies. (HD)

ED 127 457 CE 007 639

Skinner, Leah

A Secondary Education Curriculum for Educable Mentally Retarded Students.

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Pub Date—Sep 75

Note—114p.

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—*Curriculum Guides, *Educable Mentally Handicapped, English Curriculum, *Job Training, *Learning Activities, Reading Instruction, Secondary Education, Secondary School Mathematics, Skill Development, Work Attitudes

The aim of this curriculum guide is to help teachers train educable mentally retarded high school students with marketable skills, enabling them to compete in the world of work. Stress is on teaching appropriate work attitudes as well as skills. Four sections included are (1) Reading: Development of Reading Ability to Highest Intellectual Level, Development of Oral Comprehension to Same or Greater Degree, Ability to Read to Make Life and Work Easier; (2) Mathematics: Use of Four Basic Arithmetic Skills; (3) English: Ability to Communicate as Well in Writing as Vervally; (4) Preparation for Work: Assembly Line Worker, Worker for a Small Corporation, Short Order Cook, Restaurant Worker. Each section is presented in chart form with the following headings: Behavioral Objectives, Suggested Solution for Teacher, Suggested Activities for Students, and Evaluation. Each section is prefaced by a brief discussion and statement of the goals. Training activities are reinforced by nine appendixes. A bibliography and evaluation sheet for the curriculum guide are included. (TA)

ED 127 458 CE 007 640

Nikol, Vojkan Poniatowski, Stephen J.

Carpentry: Blueprint Interpretation.

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Pub Date—Jun 71

Note—77p.

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—*Architectural Drafting, *Blueprints, Building Design, *Carpenters, *Instructional Materials, Post Secondary Education, Secondary Education, Technical Illustration, *Trade and Industrial Education, Vocational Education

Designed to supplement any standard textbook in the first-year level of related drafting instruction for carpentry, this manual contains original illustrations on graphic representation, pictorial representation, working drawings, and structured building details (exterior and interior). It consists of five units with separate lessons for each: (1) Graphic Representation (American Standards Association Principles of Projection, Spacing Views on Drawing Paper, Drawing Required Views, Developing the Third View from Two Views, Completing Views by Filling in Missing Lines, Freehand Orthographic Sketching); (2) Pictorial Representation (Freehand Sketching, Isometric, Oblique, Cabinet); (3) Working Drawings (Importance of Working Drawings for a One-Story House, Elevation Views, Commonly Used Abbreviations for Elevation Terms, Symbols and Conventions for Elevations Views, Plan Views, Commonly Used Abbreviations for Plan Terms, Symbols and Conventions); (4) Structural Building Details–Exterior (Framing, Roof, Siding, Cornices, Window Frames, Door Frames); (5) Structural Building Details–Interior (Window Sash, Doors, Walls, Floor, Ceiling, Stairs, Cabinets). The appendices contain drawings of tree trunk cross-sectioning, sawing of lumber, common cuts in wood, common wood joints, and nails. A wood screws table, a chart of American Standard plumbing symbols, and a 37-item short-answer test are also included. (HD)

ED 127 459 CE 007 641

Lucas, Joseph

Background for Builders–Related Science and Trade Information for the Building Trades.

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Pub Date—Jan 75

Note—239p.

EDRS Price MF-$0.83 HC-$12.71 Plus Postage.

Descriptors—*Building Trades, Industrial Arts, *Instructional Materials, Learning Activities, Lesson Plans, Skill Development, Teaching Guides, *Trade and Industrial Education, *Vocational Education

Primarily intended for instructors but also useful to students, this guide provides a set of lessons (interlaced with humorous phrases and cartoons) for teaching fundamental information for the building trades. Each lesson contains objectives, related information, and a review or summary. Unit I is a brief, humorous message to the student on the advantages of learning about the building industry. Other units cover the areas of: (l) Plans (6 lessons), (2) Excavation (4 lessons), (3) Masonry (15 lessons), (4) Frame Construction (16 lessons), (5)Plumbing (ll lessons), (6) Heating and Cooling (11 lessons), (7) Electricity (11 lessons), (8) Painting (5 lessons), (9) Wall and Floor Coverings (5 lessons), (10) Sheet Metal (4 lessons), (11) Ventilation (4 lessons), and (12) Insect Control (2 lessons). (HD)

ED 127 460 CE 007 642

Santitoro, Marie

Exploring Health Careers.

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Pub Date—Apr 74

Note—136p.; Contains 16 photographs (of health career students in training situations) which will not reproduce well

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—Career Awareness, Career Education, *Career Exploration, *Career Opportunities, Career Planning, Careers, Employment Qualifications, *Health Occupations, Health Services, High School Students, Learning Activities, *Occupational Information, Paramedical Occupations, Secondary Education, Vocational Education, Vocational Interests

A presentation of individual health careers to enable the high school student to better understand the duties, opportunities, and prerequisite studies for each career and to evaluate himself in relation to all these factors is included in this manual for teachers. Units 1 and 2 address the establishment of teacher-student relationships and the evaluation of the student's present knowledge. Unit 3, the major portion of the guide, is a survey of 20 different health careers. It identifies the services rendered in the various health careers, lists the qualifications and opportunities for advancement in each, describes the functions of health-career personnel and their legal limitations to practice, and notes the basic personal qualifications desired for success in a chosen health career. Suggested activities for high school students and sources for visual aids and additional information are also included for each career. Unit 4 suggests the different areas to which field trips can be made. Unit 5 lists procedures that should be used with guest speakers. Unit 6 identifies the applicability of certain school subjects and extracurricular activities to specific health careers. Unit 7 points to the various job opportunities available in hospitals. A directory of film and filmstrip sources is also included. (HD)

ED 127 461 CE 007 643

Bornstein, Robert

Career Information Center: Staff Roles.

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Pub Date—Oct 75

Note—79p.

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Administrator Guides, Administrator Role, Career Awareness, *Career Education, Career Planning, Coordinators, High School Design, *Information Centers, Job Analysis, *Occupational Information, Resource Centers, *Resource Staff Role, School Administration, School Community Cooperation, School Personnel, Senior High Schools, Urban Schools, *Vocational Development

Identifiers—New Jersey

The purpose of this guide is to describe implementation strategies for the establishment of a career information center in a large urban high school with particular attention devoted to the administrative arrangements and staff roles involved in such a center. Developed out of the author's experience in the New Brunswick, New Jersey career information center, it is intended for use by educators planning similar centers. Five chapters describe administration, career information center operations, and activities performed by the school-industry coordinator, multimedia coordinator, and job placement coordinator. Appendices include project staff job descriptions, sample flyers for students and teachers, project newsletters, teacher's guide to the effective use of community speakers, a teacher's guide for field trips, examples of request and materials record forms, an occupation information outline, and community survey and community resources forms. (TA)

ED 127 462 CE 007 645

Stebbins, Linda B. And Others

Sex Fairness in Career Guidance: A Learning Kit.

Abt Associates, Inc. Cambridge, Mass.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—[75]

Contract—NIE-C-74-0141

Note—265p.

Available from—Abt Publications, 55 Wheeler Street, Cambridge, Massachusetts 02138 ($15.00 plus $1.50 for shipping/handling)

Document Not Available from EDRS.

Descriptors—*Career Choice, Career Education, Career Planning, Counselor Educators, *Counselor Training, Discriminatory Attitudes (Social), Guidance Personnel, Individualized Curriculum, *Instructional Materials, Interest Tests, Nondiscriminatory Education, *Occupational Guidance, Resource Guides, Sex Discrimination, Sex Role, *Sex Stereotypes

This learning kit presents self-administered curriculum materials which can be used by counselors and counselor educators to aid in the elimination of sex-role stereotyping and sex bias in career choice. Curriculum materials are organized into four chapters: (1) "Orientation to Sex Fairness" introduces the dual role system, discusses traditional family and occupational roles for both sexes, their antecedents and consequences, and current challenges to the system; (2) "Recommendations for a Comprehensive Sex-Fair Career Guidance Program" offers a perspective on sex fairness in the counseling process, and also discusses counseling strategies for developing counselor self-awareness for interacting with clients individually or in groups, and for working with others in the client's environment; (3) "Guidelines and Recommendations for Sex-Fair Use of Career Interest Inventories" is designed to help counselors identify sex bias, and to minimize it in administering, reporting, and interpreting these inventories; (4) "A Resource Guide" provides an extensive list of currently available supplementary reading and audiovisual materials, and an annotated bibliography. The text includes pre- and post-assessment techniques, transcripts of counselor-client interactions, and role play scenarios. Separate supplementary materials available as part of the kit include seven different spirit masters, eight role play cards, counselor-client interaction exercises, and an audio-cassette tape of four counseling interviews. (TA)

ED 127 463 CE 007 657

Bidgood, Diane And Others

Methods And Materials for Teachers of Integrated Business Programs.

Pub Date—Jun 76

Note—86p.

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—*Annotated Bibliographies, *Business Education, Distributive Education, Educational History, Integrated Curriculum, Post Secondary Education, *Resource Materials, Senior High Schools, *Teaching Methods, *Time Blocks, Vocational Education

Identifiers—Florida

Prepared by graduate students for teachers of integrated business programs, this report outlines the history of vocational education, reviews the development of block-time programs in the United States, describes already prepared materials for use in block-time programs, and contains an annotated bibliography on teaching methods for integrated subjects. The report is divided into three sections: Section I, a brief history of vocational education in the United States with emphasis on program development in the state of Florida, covers early federal legislation, recent federal legislation, vocational business education, block-time programs, intensive office laboratory, simulated office education, vocational office education in Florida, and cooperative education. A brief history of vocational non-business cooperative programs in Florida, and the history of block-time business education programs in Alachua County, Florida, are also included. Section II lists a representative sample of the best-known or widely used materials for integrated projects and simulations. Section III contains an annotated bibliography of 100 selected articles (published 1970-76) which describe methods successfully used by teachers of integrated subjects. (HD)

ED 127 464 CE 007 659

Bell, T. H.

Personnel Development for Vocational Education 1973-74. Commissioner's Report on the Education Professions.

Office of Education (DHEW), Washington, D.C.

Report No.—DHEW-OE-76-12009

Pub Date—76

Note—175p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 ($2.50)

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors—*Educational Development, *Individual Development, Personnel Needs, Policy, Professional Personnel, *Professional Training, Program Administration, Program Development, *Vocational Education

Identifiers—California, Colorado, Connecticut, Education Professions Development Act, EPDA, Georgia, Illinois, Minnesota, New Jersey, North Carolina, Ohio, Oklahoma, Oregon

This report focuses on two programs launched by the U. S. Office of Education (USOE) for personnel development in vocational education. The two programs (section 552, Leadership Development Awards and section 553, State Systems for Personnel Development), created under part F of the Education Professions Development Act (EPDA), are examined in 11 states (California, Colorado, Connecticut, Georgia, Illinois, Minnesota, New Jersey, North Carolina, Ohio, Oklahoma, and Oregon) that received the initial section 553 grants in 1970, and in the 11 universities within these states that received the initial section 552 grants. The report examines issues in personnel development, state systems for personnel development, institutional systems for leadership development, achievements of EPDA's Part F-Section 552 and 553, implications for the future federal role in personnel development for vocational education. Content of the appendices is: EPDA's Part F, Section 553 Projects by Category (Fiscal years 1971-73); EPDA's Part F, Sections 553 and 554 Projects and Participants in the State of Oklahoma (1972-74); EPDA's Part F, Section 552 Graduate Dissertation Titles by Category. (HD)

ED 127 465 CE 007 660

Ellis, Joseph R.

An Exploratory Study of Professional Opinions and Current Practices Regarding Career Education for Exceptionally Gifted and Talented Students. A Final Report.

Northern Illinois Univ., De Kalb.

Spons Agency—Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.

Pub Date—Jul 76

Note—71p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Administrative Personnel, Administrator Attitudes, *Career Education, Cooperative Programs, Educational Planning, Exceptional Child Research, *Gifted, Literature Reviews, Program Coordination, Regular Class Placement, *Special Programs, State Surveys, *Talented Students

Identifiers—*Illinois

The study is concerned with the career education provided for exceptionally gifted and talented students in Illinois, is exploratory in nature, and adheres to the descriptive survey method. Following a review of related literature, results of the reports and opinions were gathered from educational administrators by questionnaire and interviews. Major conclusions are these: (1) Literature indicates that 1966-76 was a period of increased interest and activity in both career education and the education of exceptionally gifted and talented students, but not until the end of the decade does the literature reflect much concern for differentiated career education experiences for these students. Current programs and practices in this area are few in number and tend to be isolated. Virginia, North Carolina, and Florida appear to be leaders in providing these students with differentiated career education programs. (2) Interaction between educators primarily concerned with career education and educators primarily concerned with educating the exceptionally gifted and talented students is insufficient to achieve cooperative programs or integrate their efforts. Practices found to be most effective with these students are identified. The questionnaire and interview guide are appended, and educators' responses are listed in tables. Six recommendations based on the findings and conclusions are made to the Illinois Office of Education. (TA)

ED 127 466 CE 007 661

Beal, Marcia Corni, Elizabeth

Around the World of Food: A Curriculum Guide on Foreign Foods.

Note—35p.; Part (four book titles) of page 27 and page 32 (suggested culminating activities) will not reproduce well due to light, broken type

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Cooking Instruction, Cultural Traits, *Curriculum Guides, Eating Habits, *Food, *Foods Instruction, *Foreign Culture, Health, Home Economics Education, Nutrition Instruction, Senior High Schools, Teaching Guides

Objectives, experiential/evaluative methods, and resources are presented in each section of this curriculum guide for a 16-week course in foreign foods. Intended for use with 11th and 12th graders, this guide gives (in historic sequence beginning with the fertile crescent) suggestions for examining the cultural as well as preparational aspects of food. It was developed to help broaden the student's knowledge in regard to: (1) Cultural information and influences on foods eaten, (2) new food tastes and experiences in food preparation techniques, and (3) terms, measurements and equivalents of different cultures. Brief generalizations are given about customs, food production, nutrition, and food preparation, (which are identified as factors that affect what people eat). (SH)

ED 127 468 CE 007 672

Reesman, Cilla J. And Others

Worker Relocation 1965-1972: A Review of the Research and Operations Findings of MDTA Experimental and Demonstration Projects.

Northern Michigan Univ., Marquette. Div. of Continuing Education and Extension.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Pub Date—[75]

Contract—21-26-74-34

Note—307p.

Available from—National Technical Information Service, Springfield, Virginia 22151

Document Not Available from EDRS.

Descriptors—Administrative Policy, *Cost Effectiveness, Depressed Areas (Geographic), Economic Development, Economic Research, *Employment, *Labor, *Manpower Utilization, Mobility, *Occupational Mobility, *Relocation, Research Projects, Training, Unemployment, Unskilled Workers

Identifiers—Employment Service, Manpower Development and Training Act, MDTA, Mississippi Labor Mobility Project, North Carolina Labor Mobility Project, Northern Michigan Labor Mobility Project, United States

This report deals with the operations reports of 29 Manpower Development and Training Act (MDTA) Experimental and Demonstration (E and D) projects concerning the geographic relocation of workers under the MDTA's provisions and analyzes both the demonstration findings dealing with program feasibility, and the available empirical research concerning the economic outcomes of three relocation projects which were extensively researched. The report is organized into four parts. Part 1 presents a brief summary of the findings. Part 2 discusses relocation policy and regional economic problems in the U. S. Part 3 deals with the assessment of the research projects. Part 4 includes appendices of methodological analyses, summary charts and annotated bibliographies of operational E and D reports, and a bibliography of references used. The report concludes that: (1) Future E and D research projects should be provided with more guidance in the area of data gathering, (2) Administration of future relocation projects by the Employment Services (ES) will require operational modifications of the ES and contracting out of supportive services to disadvantaged clientele, (3) Preprogram characteristics are not reliable predictors of sufficient differences in net relocation ("success") rates to justify their use as selection criteria for primary workers, (4) relocation may be carried out with high levels of cost effectiveness in a variety of settings. (Editor/TA)

ED 127 469 CE 007 703

Delivering Vocational Instruction to Adult Learners.

Southern Illinois Univ., Carbondale.

Pub Date—76

Note—56p.; Photographes on pages 53-56 may reproduce poorly

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Adult Education, *Adult Learning, *Adult Vocational Education, Inservice Education, Instructional Design, Learning Characteristics, Resource Materials, Teaching Techniques, *Technical Education, *Vocational Education

This handbook is a result of a project in Adult Vocational Education undertaken by the Illinois Office of Education's Division of Adult, Vocational, and Technical Education, and the College of Education at Southern Illinois University at Carbondale. The handbook is intended to provide an introduction to adult vocational education for new teachers, and serve as a reference for planners and teachers of adult vocational education programs. The first section presents a rationale for adult vocational education through an analysis of actual and potential clientele for such programs, and the reasons for participation cited by adults. The second section illustrates learning characteristics of adults. A self-instructional program elaborating on the characteristics and reinforcing their importance is also included along with similar methods and techniques of adult learning. Section 3 provides an approach for defining and developing vocational instruction which can be readily accommodated to the adult learning characteristics. In this section data is provided for a discussion of alternate means for sequencing materials to facilitate learning. The final section includes references and resources for use by adult vocational educators, most of which are inexpensive and readily available. (Author/WL)

ED 127 470 CE 007 718

Speech Pathology Assistant. Instructor's Guide. A Suggested Guide for a Manpower Training Program.

National Association for Hearing and Speech Action, Silver Spring, Md.

Spons Agency—Department of Labor, Washington, D.C.Office of Education (DHEW), Washington, D.C.

Pub Date—74

Note—39p.; For a related document see CE 007 719

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Curriculum, Curriculum Guides, Health Occupations Education, *Job Training, Learning Activities, *Medical Assistants, *Speech Pathology, Speech Therapy, Teaching Guides, Training Objectives

Designed to assist agency and university professionals in the organization of a program to prepare trainees for employment as speech pathology assistants, based on intensive clinical work with patients, this training guide is presented in the form of a suggested program outline of minimal knowledge and skill requirements to be obtained by the trainee. The nine teaching modules (each including training time, objectives, content outline, suggested activities, and suggested references) are titled: (1) Trainee Orientation, (2) Bases of Speech: Structure and Function, (3) Hearing, (4) Disorders, (5) Diagnosis Evaluation and Clinical Management Procedures, (6) Ethnic and Cultural Differences, (7) Exceptional Children and Adults, (8) Client Follow-up Procedures, and (9) Work Experience Training. A job description for a speech pathology assistant, suggestions on trainee qualifications, instructor's qualifications, and duration of training and programs are included along with a list of criteria for evaluating trainees and a brief glossary of professional terms and organizations. (WL)

ED 127 471 CE 007 728

Hoyt, Kenneth B.

Perspectives on the Problem of Evaluation in Career Education. Monographs on Career Education.

Office of Career Education (DHEW/OE), Washington, D.C.

Pub Date—[76]

Note—44p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Administrative Problems, *Career Education, Conference Reports, *Educational Assessment, *Educational Objectives, Evaluation Criteria, *Evaluation Methods, *Program Evaluation, Research Problems

This monograph summarizes the results of two mini-conference discussions on the general topic, evaluation of career education. It addresses three major points: (1) Problems involved in evaluation of career education, i.e., instrumentation, expectation, concept implementation, and perceived personal benefit, (2) examples of evaluation approaches currently utilized in career education by 12 professionals with direct responsibility for evaluation, and (3) learner outcomes (which are stated as goals and include consultant recommendations for each goal) appropriate for use in evaluating career education. Appendices list names and addresses of participants in the two mini-conferences. (SH)

ED 127 472 CE 007 729

Evans, Rupert N.

Career Education and Vocational Education: Similarities and Contrasts. Monographs on Career Education.

Office of Career Education (DHEW/OE), Washington, D.C.

Pub Date—75

Note—23p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Career Education, Career Planning, Definitions, Educational Objectives, Educational Problems, Goal Orientation, Job Enrichment, Job Satisfaction, *Vocational Education, Work Attitudes

The fact that career education and vocational education must rely on each other will not prevent conflicting views, due in part to their different genesis, goals, and types of persons served. Educators and evaluators of education should recognize that career education is now faced with a dilemma which many vocational educators have been unwilling to recognize: That it is extremely difficult to prepare workers who are both conformists and change agents, i.e., the question of job conformity versus job reform as goals of education. Even modest programs of career awareness, exploration, and preparation are likely to afford both blue- and white-collar workers new ways of looking at work as well as new opportunities for mobility. Career education and vocational education share the goal of making work possible, meaningful, and satisfying for everyone. (Author/TA)

ED 127 473 CE 007 731

Katz, Arthur J.

Education and the Uncommon Wheel. An Analysis of the Views of Thirty American Corporate Leaders on the Role of Educational Experiences in the Development of Successful Managerial Careers.

Pub Date—Mar 76

Note—160p.; D.B.A. Dissertation, Golden Gate University

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Administrative Personnel, *Business Administration, *Employment Qualifications, Leadership Training, *Management Development, *Management Education, Managerial Occupations, Personnel Selection, Professional Education, Professional Training, Research, Supervisory Training

The views of thirty corporate executives were examined and analyzed on the role and usefulness of various types of formal, informal, and continuing educational experiences as preparation for successful careers in business management. Personal interviews were conducted with each executive, with similarities of attitudes and recommendations statistically summarized in the data analysis. The lack of meaningful correlative indices among the variables which related educational background and experience to senior executive achievement lent support to the premise that there is not necessarily a predictable cause/effect relationship. As a group, the respondents favored an undergraduate liberal arts orientation for executive career preparation. Respondents from scientific or technically oriented companies tended to advise those interested in a specific technology to pursue that course, and then add a Master's degree in Business Administration, and broaden their education later. However, educational background was clearly not held to be an important factor in the evaluation of candidates for top management. What appeared to count most at that level was the person's over-all ability, work record, future promise, and the extent to which they are sensitive toward, and can work with and through other people. (TA)

ED 127 474 CE 007 738

Mannebach, Alfred J. Stilwell, William E.

A Team Approach to Building Level Career Education.

Pub Date—[75]

Note—22p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Administrative Organization, Administrator Guides, Administrator Role, *Career Education, Cooperative Planning, Elementary Secondary Education, Interdisciplinary Approach, Models, Policy Formation, Program Coordination, Program Design, *Program Development, Program Planning, School Administration, *Team Administration, Teamwork

This paper provides school building principals, teachers, and counselors with a systematic approach for implementing a comprehensive career education program at the building level by organizing teams of multi-discipline and/or multi-professional roles, called Career Activities Teams (CATs), composed of two or more persons committed to integrating career education concepts and activities into the educational program. Two main functions of key CAT personnel are identified: (1) to prepare for program installation and (2) to implement the program. These two functions are expanded in this paper along with a detailed description of the eight interdependent and interrelated functions of the CAT System: (1) develop career activity teams, (2) assess present levels of career education performance, (3) specify career education goals/objectives, (4) plan career education program activities, (5) implement career education activities, (6) monitor career education activity outcomes, (7) maintain performance levels, and (8) maintain career activities reference system. A flow chart and outline of the CAT System and references are appended. (TA)

ED 127 476 CE 007 741

Results of Workshop on Research Needed to Improve the Employment and Employability of Women.

Employment Standards Administration (DOL), Washington, D.C. Women's Bureau.

Pub Date—Jul 76

Note—9p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Affirmative Action, Careers, Employment, *Employment Problems, Equal Opportunities (Jobs), *Females, Minority Groups, Occupational Mobility, Part Time Jobs, *Research Needs, Research Projects, Research Reviews (Publications), Sex Discrimination, *Working Women, Workshops

The purpose of this workshop was to review research needs already identified, to determine other areas in which research needs are not being met, and to establish priorities among these areas. The recommendations which were made on subjects such as part-time employment, career patterns, upward mobility, and equal pay form a broad base on which research projects of benefit to women can be developed. Specific research and action recommendations were made for each of the following seven topics presented as papers: (1) "Barriers to Entry and Reentry into the Labor Force," (2) "Part-Time Work and Flexible Hours Employment," (3) "The Earnings Gap: Research Needs and Issues," (4) "Barriers to Promotion and Upward Mobility," (5) "Minority Group Women," (6) "The Conditions of Women in Blue-Collar, Industrial, and Service Jobs: A Review of Research and Proposals for Research, Action, and Policy," (7) "Upward Mobility for Private Household Workers." (Texts of the papers are not included in this report.) Three of the general recommendations made apply to the full scope of research: (1) All data in research projects should be collected and tabulated by sex, race, and ethnicity, (2) a clearinghouse of research on women should be established, and (3) provision should be made for "think research" to develop new and different ways of studying the issues. (TA)

ED 127 478 CE 007 745

Pierce, William F.

Lifelong Education–Into the Nation's Third Century.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Jul 76

Contract—NE-C-00-4-0012

Note—24p.; Paper presented at the Career Education National Forum (2nd, Washington, D. C. February, 1976)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Adult Education, *Adult Learning, Career Education, *Continuous Learning, Educational Objectives, Educational Policy, Speeches

This document, a presentation made at the Second Career Education National Forum, discusses concepts related to increasing the awareness and importance of lifelong education. Three kinds of education–formal, informal, and non-formal–are defined and described in relation to the need for nonrestrictive educational settings and attitudes which would enhance and support lifelong education. Two things are cited that career education should impart to adults: first, it should provide each individual those skills required for him or her to take maximum advantage of every occupational and educational opportunity; and second, it should develop in each person a predeliction toward continuing to learn throughout his/her life. In reference to adults, the facts remain that: (1) Large numbers of adults already express dissatisfaction with the three arbitrary stages of life (youth, adulthood, and old age), which assign educational activities to youth, (2) a large number of adults suggest that they have been conditioned to believe that education is for youth, (3) access to continuing education has been eased by advances in technology, increased leisure time, and other situations, and (4) there is no clearly formulated policy framework for adult activities and educational opportunities. Suggestions are made for ways of establishing lifelong learning attitudes and how such attitudes are significant. References are included. (WL)

ED 127 480 CE 007 806

Sandau, Roger

Elementary School Industrial Arts. A Synopsis of Programs in Minneapolis Schools.

Note—12p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Curriculum Design, Curriculum Development, *Elementary School Curriculum, *Industrial Arts, Program Descriptions, Program Design, School Administration, *School Shops

This peper is addressed to elementary school principals and teachers who wish to pursue the possibility of having an industrial arts program in their school. Benefits of the program to children and safety practices are discussed. Five program models currently used in Minneapolis are detailed briefly. The five model types are: classroom, prep time, special education, interest centers, and technology centers. As a guide to setting up a program, a list of general suggestions is provided for hand tools, materials, and equipment needed. (TA)

ED 127 481 CE 007 807

Microfiche Set of Documents Announced in Abstracts of Instructional and Research Materials in Vocational and Technical Education (AIM/ARM), Volume 9, Number 3.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—76

Note—2,497p.

EDRS Price MF-$4.50 Plus Postage. HC Not Available from EDRS.

Descriptors—Agricultural Education, Business Education, Career Education, Distributive Education, Documentation, *Educational Research, Health Occupations Education, Home Economics Education, Industrial Arts, *Instructional Materials, *Microfiche, Resource Materials, *Technical Education, Trade and Industrial Education, *Vocational Education

Documents announced in the Volume 9, Number 3 issue of "Abstracts of Instructional and Research Materials in Vocational and Technical Education" (AIM/ARM) and not available under individual ED numbers are included in this microfiche set. Microfiche availability for these documents is shown in the VT-ED Number Cross Reference List included in AIM/ARM, Volume 9, Number 6. The microfiche set is arranged in the following sequence: (1) a VT number list of those documents in the microfiche set for Volume 9, Number 3, and (2) the full text of documents listed, in ascending VT-number order. The documents are filmed continuously. (Author)

ED 127 482 CE 007 934

Moldan, Carol And Others

Introduction to Vocations: Comprehensive Middle School Program.

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Pub Date—Jul 76

Note—139p.

Available from—New Jersey Vocational Technical Curriculum Laboratory, Building 4103, Kilmer Campus, Rutgers University, New Brunswick, New Jersey 08903 ($3.00 plus postage)

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—Career Awareness, *Career Exploration, *Curriculum Development, Instructional Materials, Intermediate Grades, Junior High Schools, *Lesson Plans, Middle Schools, *Occupational Clusters, Prevocational Education, *Teaching Guides

Specific emphasis of this handbook is on the integration of 15 career clusters into an existing curriculum for grades 7 and 8. It is intended particularly for teachers who are exploring the various occupational clusters for the identification of the various career opportunities with their students. The 15 occupational cluster topics included are: Agri-business and natural resources, business and office, communications and media, construction, consumer and homemaking, environment, fine arts and humanities, health, hospitality and recreation, manufacturing, marine science, marketing and distribution, personal services, public services, and transportation. Each cluster is presented as a unit of study of three to four weeks' duration. Example ideas for cluster-related lesson plans are provided for the areas of English, math, science, social studies, and other disciplines. Emphasis is centered around the Career Development theme which includes: (l) Student evaluation of his or her characteristics, (2) exploration of broad occupational areas, (3) introduction to the psychological and sociological meanings of work, (4) introduction to the economic and social values of work, (5) identification and explanation of educational and skill development avenues, and (6) development of the student's process of decision-making. Each section includes an introduction to the occupational cluster, a listing of sample occupations, suggested learning activities, and resources. (Author/TA)

ED 127 483 CE 008 006

We Are Tomorrow.

North Dakota Association of Student Councils, Bismarck.

Spons Agency—North Dakota State Board for Vocational Education, Bismarck.

Report No.—VT-103-083

Note—32p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Career Awareness, Career Choice, *High School Students, Information Dissemination, Information Sources, *Occupational Information, Questionnaires, *School Surveys, Senior High Schools, *State Surveys, Student Attitudes, *Student Opinion

Identifiers—North Dakota

A study used in implementing a career development project undertaken by the North Dakota Association of Student Councils was undertaken to: (1) Survey and analyze the opinion of the secondary students in the state of North Dakota toward their knowledge of career and occupational information, (2) determine if public secondary education is giving adequate career and occupational information to students, and (3) determine where students were learning about careers. A total of 7,456 eleventh and twelfth grade students from 45 schools participated in the study. Results are shown by the variables of sex, grade, and size of school. Conclusions and a descriptive summary of results are also given and the questionnaire is appended. (SH)

ED 127 484 CE 008 008

Career Awareness Resource Center. Final Report.

Beaverton School District 48, Oreg.

Spons Agency—Oregon State Dept. of Education, Salem. Career and Vocational Education Section.

Report No.—VT-103-085

Pub Date—1 Feb 76

Contract—SEA-34-048-031

Note—161p.; Not available in hard copy due to marginal reproducibility of the original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Career Awareness, Career Education, *Catalogs, Evaluation Methods, Instructional Materials Centers, Research Projects, Resource Centers, *Resource Materials, Systems Approach, Systems Development, Teacher Centers

The process used to develop a cataloging and retrieval system for career awareness materials is presented in this project report. It is noted that the system would enable teachers to request materials from a resource center under a wide variety of classifications which complement many different teaching approaches. The procedures and outcome for developing a cataloging and retrieval system (which include developing a catalog of career materials, evaluating the materials, and devising a method for circulating materials for teacher use) are outlined. Appendices include: (1) personnel involved in the project, (2) guidelines for establishing a resource center, (3) materials evaluation form, (4) systems evaluation report, (5) Career Awareness Resource Materials Catalog, which lists the names and addresses of 48 publishers and includes an annotated bibliography, (6) report of teachers' evaluation of a trial career resource catalog, (7) sample interview questions about career resource catalog use, and (8) teacher comments from the career awareness resource catalog interviews. (SH)

ED 127 485 CE 008 072

Perkins, Lawrence H.

The Evaluation of the Leon District Career Education Project, Grades K-14. Final Report. (June 1973 to July 1975).

University of West Florida, Pensacola.

Spons Agency—Florida State Dept. of Education, Tallahassee. Div. of Vocational, Technical and Adult Education.

Report No.—VTAD-D-5-002

Pub Date—[75]

Note—113p.

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—*Career Education, Developmental Programs, Elementary Secondary Education, Federal Programs, *Pilot Projects, *Program Descriptions, *Program Evaluation, School Districts, State Programs

Identifiers—Florida

Both process and product objectives are focused on in this evaluation report. The design for the process element centered upon the eight major areas of developmental activities, or components, defined for preparing and implementing the career education program: (1) Elementary School Program, (2) Middle School Program, (3) Secondary/Post Secondary School Program, (4) Counseling and Guidance Services, (5) Career Information, Placement and Follow-Up Service, (6) In-Service Education Programs, (7) Community Involvement Programs, and (8) Materials Development and Dissemination Service. All available data sources are reviewed and analyzed in terms of the stated objectives for each of the eight components. The product evaluation involved a student testing program at all instructional levels using an experimental/control group. Test results are reported and the findings summarized. Based on conclusions regarding the achievement of process and product objectives, recommendations are presented for future implementation. Appended are a bibliography and list of data collection instruments used. (RG)

ED 127 486 CE 008 090

Kelley, S. C. Chirikos, T. N.

The Policy Value of Manpower Planning in the United States.

Pub Date—76

Note—27p.; Paper presented at the Conference on Modeling and Simulation in Engineering Manpower Studies (National Academy of Science, Washington, D. C., February 9, 1976)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Employment Projections, *Labor Market, *Manpower Development, *Manpower Needs, *Manpower Utilization, Needs Assessment, Policy, Policy Formation, *State of the Art Reviews, Values

Identifiers—United States

This paper discusses the limitations of manpower planning activity as a source of policy criteria and suggests some directions for improving the state of the art. Sections I and II of the paper begin with a general discussion of the conceptual and institutional requisites of manpower planning in policy analysis and formulation. Section III extends the discussion by examining the current state of the art in estimating future manpower requirements and the effects of conceptual and institutional factors on knowledge generation and policy analysis. It also examines the effects of these constraints on estimations of future manpower supplies and the interaction of supply and requirements. Section IV suggests some possible means for enhancing the policy value of manpower planning. (Author/WL)

ED 127 487 CE 008 099

Project CAREER/CAN. Final Evaluation Report.

National Educational Evaluation Services, Inc., Chestnut Hill, Mass.

Spons Agency—Massachusetts State Dept. of Education, Boston. Div. of Occupational Education. .Office of Education (DHEW), Washington, D.C.

Pub Date—Jul 74

Contract—OEG-73-3967

Note—110p.; For related documents see CE 008 098 and 008 100-101. Portions of the appendix may not reproduce well because of light, broken type

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—*Career Education, Computer Oriented Programs, *Curriculum Design, Curriculum Development, Delivery Systems, Elementary Secondary Education, Information Systems, Instructional Materials, Material Development, Occupational Guidance, *Occupational Information, Post Secondary Education, *Program Evaluation, Summative Evaluation

Identifiers—*Project CAREER

A description and evaluation of (1) the development of the 4-column process which completes the behavioral objective data base, (2) the development of the computer retrieval capability, and (3) the pilot testing of the product in high school classrooms are included in this summative evaluation of Project CAREER/CAN. (Goals of Project CAREER/-CAN, which is a component of the larger Project CAREER, focused on the development of information and delivery systems which would cut across grade lines and provide career information to students and teachers in Grades K-14. The Project structure enabled further development of the behavioral objectives product to include four columns of curricular information: prerequisite learnings, component tasks, environment, and concepts.) This report contains a review of the component in terms of project administration and personnel, achievement of stated objectives, and cost effectiveness. Major conclusions presented are: (1) The product is about 90% complete and is a highly transportable product, (2) computer retrieval capability is available for several useful configurations of data, and (3) although the pilot test established the feasibility of using this product in the classroom, it was too limited and ineffectively monitored to provide more than rudimentary data for further product development. Appended are a report from a pilot high school on use of Project CAREER learning activity packages, teacher survey questionnaire, and the editor's manual for 4-column development. (Author/RG)

ED 127 488 CE 008 101

Project CAREER/Guidance. Final Evaluation Report.

National Educational Evaluation Services, Inc., Chestnut Hill, Mass.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—30 Jul 74

Contract—OEG-0-72-4651

Note—76p.; For related documents see CE 008 098-100

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Behavioral Objectives, Career Awareness, *Career Education, Career Exploration, Career Opportunities, Computer Oriented Programs, *Elementary Secondary Education, Occupational Guidance, Occupational Information, *Program Evaluation, *Summative Evaluation

Identifiers—*Project CAREER

The guidance component of Project Career is evaluated in this report in terms of project personnel, achievement of stated objectives, accomplishments, information dissemination, and cost effectiveness. (The goal of the guidance component was to field test occupationally validated behavioral objectives in a K-12 career development program.) Data was gathered from interviews with project, onsite, and subcontracted personnel, questionnaire surveys, review of documents, visitations, consultation with outside experts, and product evaluation. Activities conducted by project personnel at three pilot school systems are described, providing an overall view of project implementation. The report concludes that although the guidance component of Project CAREER was handicapped by the lack of complete data from the parent project with which to implement the guidance use intended by project objectives, it did succeed in developing and implementing at all levels, on a limited scale, a number of materials and activities relevant to the project and to the eventual availability of the Project CAREER data bank. Appended is a list of Project CAREER/Guidance presentations. (TA)

ED 127 489 CE 008 112

Queen, Nettie, Ed. Smith, Hubert, Ed.

Job Placement Services: An Open Door to Opportunities.

Prairie View A and M Univ., Tex. School of Education.

Spons Agency—Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

Note—20p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Administrator Guides, Employment Services, Guidelines, *High School Students, *Job Placement, *Public Schools, Pupil Personnel Services, School Personnel, Secondary Education, *Staff Role, *Student Placement

General information about job placement services for high school students and suggestive measures for implementation are included in this brochure prepared for school personnel. Several reasons for utilizing placement services in public schools are offered as well as suggestions concerning the roles and responsibilities of the placement coordinator and other personnel and agencies. Other topics include the requisites of a successful program, recordkeeping, and suggested steps in program implementation. Specific functions of persons concerned with implementation of placement services in public schools are listed and charted. (NJ)

ED 128 547 CE 005 151

Benson, Arland N.

A Resource Guide for Career Development in the Senior High School.

Minnesota State Dept. of Education, St. Paul. Pupil Personnel Services Section.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—73

Note—190p.; For related documents see CE 005 151-159

EDRS Price MF-$0.83 HC-$10.03 Plus Postage.

Descriptors—Behavioral Objectives, *Career Education, Career Exploration, Educational Objectives, Educational Programs, Evaluation Methods, *Learning Activities, *Resource Guides, Secondary Education, Senior High Schools, Teaching Guides, *Vocational Development

To assist senior high school teachers and counselors in focusing more of the formal and informal curriculum upon career development, the resource guide offers suggested learning activities and supporting resource materials within a broad framework of career development objectives. Chapter 1 is a 1-page overview. Chapter 2 contains suggestions for implementing career development activities and programs with a brief conceptual framework for career education, and applying organizational change concepts. An outline of career education evaluation is presented in Chapter 3, with suggestions for specific evaluation instruments. Chapter 4 is primarily an outline of student outcome goals and objectives which form the organizational framework for all learning activities and resources in the guide. The body of the guide consists of learning activities and resources which support the five basic goals of career development: Self-esteem, decision-making, career-lifestyle exploration, interpersonal competence, and a work ethic. Each of the five goals is presented with performance and behavioral objectives involving learning activities (with suggested grade and/or subject areas and recommended resources for most of the activities). A partially annotated list of periodicals, books, and films is also included. Eighty of the resources listed in the bibliography are included in an appendix, e.g., exercises, tests, and guidelines. (Author/TA)

ED 128 548 CE 005 152

Klaurens, Mary And Others

Satisfactions and Rewards of Work. A Career Education Resource Guide. Minnesota Guidance Series. Learning Opportunities Package C.

Minnesota Univ., Minneapolis. Coll. of Education.

Spons Agency—Minnesota State Dept. of Education, St. Paul. Pupil Personnel Services Section.

Pub Date—72

Note—14p.; For related documents see CE 005 151-158

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Career Education, Curriculum, Educational Objectives, Job Satisfaction, *Learning Activities, Learning Modules, Resource Guides, Resource Materials, Secondary Education, Senior High Schools, Teaching Guides, Vocational Development, Work Attitudes

Three enabling objectives and related learning experiences (specifying resources used) to help students identify their individual needs and the occupations in which these needs may be satisfied are outlined in the learning opportunities package (one of a series developed for use at the high school level). The student objectives are to: (1) study the theory of work adjustment and make application of that theory to himself and his present activities, (2) study workers in their preferred occupations to assess their satisfactions and dissatisfactions, and (3) compare immediate rewards with long-term rewards in several occupational fields. The series constitutes a career development curriculum which focuses on concepts of self, community, social issues, and other themes which are of concern to young people, and may be implemented through traditional subject areas, or taught by teachers and/or counselors as self-contained mini-courses or group guidance units. (TA)

ED 128 549 CE 005 153

Thoni, Richard J. And Others

Value Identification. A Career Education Resource Guide. Minnesota Guidance Series. Learning Opportunities Package D.

Minnesota Univ., Minneapolis. Coll. of Education.

Spons Agency—Minnesota State Dept. of Education, St. Paul. Pupil Personnel Services Section.

Pub Date—72

Note—36p.; For related documents see CE 005 151-158. Pages 22 through 26 of the original document are copyrighted and therefore not available. They are not included in the pagination

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Career Education, Curriculum, Educational Objectives, Individual Development, *Learning Activities, Learning Modules, *Personal Values, Resource Guides, Resource Materials, Secondary Education, Senior High Schools, *Social Values, Teaching Guides, Vocational Development, *Work Attitudes

Four enabling objectives and related learning experiences are outlined in this package (one of a series developed for use at the high school level). It is designed to help the student learn about the valuing process, to increase his knowledge of the forces which affect the work-related values that he and society hold, and to examine these values for the purpose of discovering their significance in choosing and planning his own work life. The four student objectives are: (1) To label the values placed upon work by the American people and identify the sources of these values, (2) to describe the value he places on personal endeavor and achievement and compare it with societal values of the same, (3) to describe the process involved when a person makes a value decision, and (4) to identify his own values as they relate to occupations, work situations, and personal work behaviors. The objectives and activities contained in this package may be implemented through the traditional subject areas or taught by teachers and/or counselors as self-contained mini-courses or group guidance units. Activities related to the enabling objectives are appended. (TA)

ED 128 550 CE 005 154

Thoni, Richard J. And Others

Women and the World of Work. A Career Education Resource Guide. Minnesota Guidance Series. Learning Opportunities Package G.

Minnesota Univ., Minneapolis. Coll. of Education.

Spons Agency—Minnesota State Dept. of Education, St. Paul. Pupil Personnel Services Section.

Pub Date—72

Note—36p.; For related documents, see CE 005 151-158. Pages 17-24 of the original document are copyrighted and therefore not available. They are not included in the pagination

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Career Awareness, *Career Education, Curriculum, Educational Objectives, Females, *Learning Activities, Learning Modules, Resource Guides, Resource Materials, Secondary Education, Senior High Schools, *Sex Role, Social Attitudes, Teaching Guides, *Working Women

This package (one of a series developed for use at the high school level) helps the student examine the significance of women and their relation to the world of work through the use of seven enabling objectives and related learning experiences. The seven objectives are: (1) To discover cultural elements which have contributed to the continuance of the traditional view of women; (2) to investigate the opinions that contemporary women hold of themselves and their place in the world of work; (3) to read and discuss relevant literature dealing with women, their traditional roles, and their palce in the world of work; (4) to participate in and observe situations in which women are found in nontraditional roles; (5) to cite examples of change within the modern work society which have affected the traditional division of labor by sex; (6) to identify life patterns which might be followed by a woman and discuss the significance of each in regard to her personal development and family life; and (7) to gather information concerning vocational opportunities for women in various areas of work. This guide may be implemented through the traditional subject areas or taught by teachers and/or counselors as self-contained minicourses or group guidance units. Activities related to the enabling objectives are appended. (TA)

ED 128 551 CE 005 155

Antholz, Mary B. And Others

Significant Others. A Career Education Resource Guide. Minnesota Guidance Series. Learning Opportunities Package F.

Minnesota Univ., Minneapolis. Coll. of Education.

Spons Agency—Minnesota State Dept. of Education, St. Paul. Pupil Personnel Services Section.

Pub Date—72

Note—22p.; For related documents see CE 005 151-158. Pages 18 through 20 of the original document are copyrighted and therefore not available. They are not included in the pagination

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Career Education, Educational Objectives, Instructional Materials, *Interpersonal Relationship, *Learning Activities, Resource Guides, *Resource Materials, Secondary Education, Senior High Schools, *Social Influences, Teaching Guides, Vocational Development

Opportunities for the student to examine how and why significant others–parents, friends, teachers, or any individual to whom a child looks for guidance–influence his career development, and also how his career behavior and plans affect others in his life are provided through five enabling objectives and related learning experiences. The objectives are: (1) To identify standards set by significant others and cite examples of how these may motivate behavior, (2) to list needs or motives which may influence advice given by other people, (3) to describe how significant others in his life differ in their abilities, activities, aspirations and values, and identify those characteristics in which he differs from these others, (4) to describe his own career aspirations, behavior, abilities and values, and relate these to the influences of significant others, and (5) to identify the ways in which his career plans and behavior affect significant others. This package is one of a series developed for use at the high school level, and may be implemented through the traditional subject areas or taught by teachers and/or counselors as self-contained mini-courses or group guidance units. Activities related to the enabling objectives are appended. (TA)

ED 128 552 CE 005 156

Antholz, Mary B. And Others

The Social Contribution of Work. A Career Education Resource Guide. Minnesota Guidance Series. Learning Opportunities Package E.

Minnesota Univ., Minneapolis. Coll. of Education.

Spons Agency—Minnesota State Dept. of Education, St. Paul. Pupil Personnel Services Section.

Pub Date—72

Note—32p.; For related documents see CE 005 151-158. Page 30 of the original document is copyrighted and therefore not available. It is not included in the pagination

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Career Education, Educational Objectives, Job Satisfaction, *Learning Activities, Learning Modules, Occupational Aspiration, Resource Guides, Resource Materials, Secondary Education, Self Actualization, Senior High Schools, *Social Influences, Teaching Guides, *Work Attitudes

The five enabling objectives and related learning experiences presented in this learning package help the student to examine his own abilities and attitudes for ways in which he can contribute to society through his work, help foster in him a realization of the value and importance of work performed at all levels, and encourage him to use his vocational abilities to meet the needs for change which confront society. The student objectives are: (1) To identify the social contribution of workers at different socio-economic levels, (2) to identify ways in which society is benefited by the willingness of individuals to utilize their abilities in vocational tasks, (3) to give examples of ways in which business and labor organizations operate on the principle of private interest versus social responsibility, (4) to describe the personal values and the social contributions of participation in community affairs as part of one's career, and (5) to describe how work in America may help to overcome the social problems threatening mankind. This package is one of a series developed for use at the high school level and may be implemented through the traditional subject areas or taught by teachers and/or counselors as self-contained mini-courses or group guidance units. Activities related to the enabling objectives are appended. (TA)

ED 128 553 CE 005 157

Hansen, Lorraine S. And Others

Life Styles and Work. A Career Education Resource Guide. Minnesota Guidance Series. Learning Opportunities Package A.

Minnesota Univ., Minneapolis. Coll. of Education.

Spons Agency—Minnesota State Dept. of Education, St. Paul. Pupil Personnel Services Section.

Pub Date—72

Note—64p.; For related documents see CE 005 151-158. Pages 32, 38 through 41, 52 through 62, and 73 through 82 of the original document are copyrighted and therefore not available. They are not included in the pagination

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—Career Awareness, *Career Education, Educational Objectives, Individual Development, *Learning Activities, Learning Modules, *Life Style, Occupational Aspiration, Resource Guides, Resource Materials, Secondary Education, Senior High Schools, Teaching Guides, *Work Attitudes

Learning experiences in this package are designed to help the student to examine the place of work in his own life and to verbalize about life style as related to his present and projected career needs. Five enabling objectives and related learning experiences are outlined to help the student become familiar with the variety of career patterns possible and to become aware of his own attitudes toward work; to help him see that career is a sequence of choices and positions throughout a lifetime which affect and determine his total life style, that it is a means of developing and implementing a self-concept; and to make him aware that this broadened concept requires him to examine information and attitudes about self, work, and life as a worker. This package is one of a series developed for use at the high school level and may be implemented through the traditional subject areas or taught by teachers and/or counselors as self-contained mini-courses or group guidance units. Activities related to the enabling objectives are appended. (TA)

ED 128 554 CE 005 158
Carlson, Lois And Others
Self-Concept Exploration. A Career Education Resource Guide. Minnesota Guidance Series. Learning Opportunities Package B.
Minnesota Univ., Minneapolis. Coll. of Education.
Spons Agency—Minnesota State Dept. of Education, St. Paul. Pupil Personnel Services Section.
Pub Date—72
Note—115p.; For related documents, see CE 005 151-157. Pages 38 through 44 of the original document are copyrighted and therefore not available. They are not included in the pagination
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors—*Career Education, *Career Exploration, Educational Objectives, Individual Development, *Learning Activities, Learning Modules, Resource Guides, Resource Materials, *Self Concept, Self Evaluation, Senior High Schools, Teaching Guides

The processes of self-discovery and career exploration are combined in this learning opportunities package, which is one of a series developed for use at the high school level. Six enabling objectives and learning experiences are outlined which allow the student to: (1) Define the range of characteristics which may make up a self-concept, and describe himself according to those characteristics, (2) discuss those sources which have contributed to the development of his self-concept, and gather other self-information, (3) examine the abilities and characteristics with respect to responsibilities and tasks of preferred occupations, (4) examine personal characteristics related to data, people, and things as these characteristics are relevant to an occupational work function, (5) examine his abilities, aptitudes, and other personal resources in light of educational requirements for preferred occupations, and (6) identify situations in the preferred occupation where compromise might be necessary and investigate alternatives. This learning package may be implemented through the traditional subject areas or taught by teachers and/or counselors as self-contained mini-courses or group guidance units. Activities related to the enabling objectives are appended. (TA)

ED 128 558 CE 007 532
Schneider, Robert M.
Using the Modified Delphi to Determine Research Priorities. A Tool to Assist in the Development of Research, Exemplary and Dissemination Priorities for the Resources Development Unit, Bureau of Vocational Education for Fiscal Year 1976. Kentucky Research in Vocational Education Series, No. 3.
Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.
Pub Date—75
Note—40p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Educational Development, Educational Needs, Educational Problems, *Educational Research, Educational Resources, Information Dissemination, *Needs Assessment, Research and Development Centers, Research Methodology, *Research Needs, *Research Utilization, Resource Units, State Surveys, Task Analysis, *Vocational Education
Identifiers—*Kentucky

A statewide survey of educators and lay citizens was made to uncover their perceptions as to what are the most crucial concerns, problems, and needs of vocational education in Kentucky. A modified Delphi Survey was considered to be the most appropriate survey technique. A questionnaire (Appendix A) asking for a list of six to eight major concerns, problems, or needs facing vocational education in Kentucky was sent to respondents in five groups representing several sectors of the economy, several levels of the vocational education system, and all geographic areas of the state. The resulting items were developed into a survey instrument in which the respondents were asked to indicate their perceptions of the importance of each of 62 items on a five point scale (Appendix B). All items on the survey instrument were analyzed to provide mean scores and standard deviations for the total respondents as well as for each of the five respondent groups, which were then rank ordered according to the mean score for the total respondent group (Appendix C). The 62 items were then grouped into 13 clusters based upon their commonalities (Appendix D), and this information, combined with other sources, was used to establish research, exemplary, and dissemination priorities for 1976. (Appendix E). (HD)

ED 128 559 CE 007 553
Auto Mechanics. Trade and Industrial Education Trade Preparatory Training Guide.
Nebraska State Dept. of Education, Lincoln. Div. of Vocational Education.
Pub Date—[73]
Note—33p.; For related documents, see CE 007 554-569. Appendix A, Application for Employment, may not reproduce well because of small type
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Auto Mechanics, Auto Mechanics (Occupation), Behavioral Objectives, Building Trades, Curriculum, Curriculum Design, *Curriculum Guides, *Job Skills, Occupational Information, Secondary Education, State Curriculum Guides, *Task Performance, *Trade and Industrial Education
Identifiers—Nebraska

One of a series of curriculum guides prepared for the building occupations cluster of the construction/fabrication occupational group, this guide identifies the essentials of the auto mechanics trade as recommended by successful auto mechanics. An instructional program based upon the implementation of the guide is expected to prepare a student to adequately perform entry level tasks required of an auto mechanic or to enter a post-secondary technical or apprenticeship program in auto mechanics where additional depth can be realized. Trade tasks or information are listed in chart form under the headings of accessories; basic understanding; carburetor; cooling; drive train; engine; equipment and tools; ignition; lighting and signal; wheels, suspension, brakes and steering. Space is provided on the charts to record for each item the date completed, teaching methods used, and teaching materials used. Also included are a list of teacher responsibilities, sources of occupational guidance information, recommended tests and references, and a chart depicting the total construction/fabrication occupational curriculum. A typical application for employment and a sample trade and industrial education injury report are appended. (HD)

ED 128 560 CE 007 554
Air Conditioning. Trade and Industrial Education Trade Preparatory Training Guide.
Nebraska State Dept. of Education, Lincoln. Div. of Vocational Education.
Pub Date—[73]
Note—23p.; For related documents see CE 007 553-569. Appendix A, Application for Employment, may not reproduce well because of small type
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*Air Conditioning, Air Conditioning Equipment, Behavioral Objectives, Building Trades, Curriculum, Curriculum Design, *Curriculum Guides, *Job Skills, Occupational Information, Secondary Education, State Curriculum Guides, *Task Performance, *Trade and Industrial Education
Identifiers—Nebraska

One of a series of curriculum guides prepared for the building occupations cluster of the construction/fabrication occupational group, this guide identifies the essentials of the air conditioning trade as recommended by the successful air conditioner. An instructional program based upon the implementation of the guide is expected to prepare a student to adequately perform entry level tasks required of an air conditioner or to enter a post-secondary technical or apprenticeship program in air conditioning where additional depth can be realized. Trade tasks or information are listed in chart form under the headings of safety, blueprint reading and planning, tools and equipment, operations and/or jobs, and general competencies. Space is provided on the charts to record for each item the date completed, teaching methods used, and teaching materials used. Also included are a list of teacher responsibilities, guidance information and sources of occupational information, recommended tests and references, and a chart depicting the total construction/fabrication occupations curriculum. A typical application for employment and a sample trade and industrial education injury report are appended. (HD).

ED 128 561 CE 007 555
Foundry. Trade and Industrial Education Trade Preparatory Training Guide.
Nebraska State Dept. of Education, Lincoln. Div. of Vocational Education.
Pub Date—[73]
Note—25p.; For related documents see CE 007 553-569. Appendix A, Application for Employment, may not reproduce well because of small type
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Behavioral Objectives, Curriculum, Curriculum Design, *Curriculum Guides, *Job Skills, *Metal Working Occupations, Occupational Information, Secondary Education, State Curriculum Guides, *Task Performance, *Trade and Industrial Education
Identifiers—*Foundry, Nebraska

One of a series of curriculum guides prepared for the metals occupations cluster of the construction/-fabrication occupational group, this guide identifies the essentials of the foundry trade as recommended by the successful foundry operator. An instructional program based upon the implementation of the guide is expected to prepare a student to adequately perform entry level tasks required of a foundry worker or to enter a post-secondary technical or apprenticeship program in a foundry where additional depth can be realized. Trade tasks or information are listed in chart form under the headings of safety, blueprint reading and planning, casting tools and equipment, processes, operations and jobs, and general competencies. Space is provided on the charts to record for each item the date completed, teaching methods used, and teaching materials used. Also included are a list of teacher responsibilities, guidance information and sources of occupational information, recommended tests and references, and a chart depicting the total construction/fabrication occupational curriculum. A typical application for employment and a sample trade and industrial education injury report are appended. (HD)

ED 128 562 CE 007 556

Heavy Equipment. Trade and Industrial Education Trade Preparatory Training Guide.

Nebraska State Dept. of Education, Lincoln. Div. of Vocational Education.

Pub Date—[73]

Note—26p.; For related documents see CE 007 553-569. Appendix A, Application for Employment, may not reproduce well because of small type

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Behavioral Objectives, Building Trades, Curriculum, Curriculum Design, *Curriculum Guides, Equipment, Equipment Maintenance, *Job Skills, *Mechanical Equipment, Occupational Information, Secondary Education, State Curriculum Guides, *Task Performance, *Trade and Industrial Education

Identifiers—*Heavy Equipment Operators, Nebraska

One of a series of curriculum guides prepared for the building occupations cluster of the construction/fabrication occupational group, this guide identifies the essentials of the heavy equipment trade as recommended by the successful heavy equipment operator. An instructional program based upon the implementation of the guide is expected to prepare a student to adequately perform entry level tasks required of a heavy equipment operator or to enter a post-secondary technical or apprenticeship program in heavy equipment where additional depth can be realized. Trade tasks or information are listed in chart form under the headings of safety, general competencies, general maintenance, utility equipment, on- and off-the-road trucks, hydraulic lift crane, motor scraper, track and rubber tired mounted crane, hydraulic backhoe, crawler tractor, fork lift, and motor grader. Space is provided on the charts to record for each item the date completed, teaching methods used, and teaching materials used. Also included are a list of teacher responsibilities, guidance information and sources of occupational information, recommended tests and references, and a chart depicting the total construction/fabrication occupational curriculum. A typical application for employment and a sample trade and industrial education injury report are appended. (HD)

ED 128 563 CE 007 557

Roofing. Trade and Industrial Education Trade Preparatory Training Guide.

Nebraska State Dept. of Education, Lincoln. Div. of Vocational Education.

Pub Date—[73]

Note—20p.; For related documents see CE 007 553-569. Appendix A, Application for Employment, may not reproduce well because of small type

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Behavioral Objectives, Building Trades, Curriculum, Curriculum Design, *Curriculum Guides, *Job Skills, Occupational Information, Roofers, *Roofing, Secondary Education, State Curriculum Guides, *Task Performance, *Trade and Industrial Education

Identifiers—Nebraska

One of a series of curriculum guides prepared for the building occupations cluster of the construction/fabrication occupational group, this guide identifies the essentials of the roofing trade as recommended by successful roofers. An instructional program based upon the implementation of the guide is expected to prepare students to adequately perform entry level tasks required of a roofer or to enter a post-secondary technical or apprenticeship program in roofing where additional depth can be realized. Trade tasks or information are listed in chart form under the headings of safety; blueprint reading and planning; labor and material estimating; tools and equipment; footing and foundation; and measuring, lay out, cutting, and installation. Space is provided on the charts to record for each item the date completed, teaching methods used, and teaching materials used. Also included are a list of teacher responsibilities, guidance information and sources of occupational information, recommended tests and references, and a chart depicting the total construction/fabrication occupational curriculum. A typical application for employment and a sample trade and industrial education injury report are appended. (HD)

ED 128 564 CE 007 558

Painting and Decorating. Trade and Industrial Education Trade Preparatory Training Guide.

Nebraska State Dept. of Education, Lincoln. Div. of Vocational Education.

Pub Date—[73]

Note—23p.; For related documents see CE 007 553-569. Appendix A, Application for Employment, may not reproduce well because of small type

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Behavioral Objectives, Building Trades, Curriculum, Curriculum Design, *Curriculum Guides, *Job Skills, Occupational Information, *Painting, Secondary Education, State Curriculum Guides, *Task Performance, *Trade and Industrial Education

Identifiers—*Decorating, Nebraska

One of a series of curriculum guides prepared for the building occupations cluster of the construction/fabrication occupational group, this guide identifies the essentials of the painting and decorating trade as recommended by the successful painter/decorator. An instructional program based upon the implementation of the guides is expected to prepare a student to adequately perform entry level tasks required of a painter/decorator or to enter a post-secondary technical or apprenticeship program in painting and decorating where additional depth can be realized. Trade tasks or information are listed in chart form under the headings of safety, labor and material estimating, tools and equipment, operations and/or jobs, and general competencies. Space is provided on the charts to record for each item the date completed, teaching methods used, and teaching materials used. Also included are a list of teacher responsibilities, guidance information and sources of occupational information, recommended tests and references, and a chart depicting the total construction/fabrication occupational curriculum. A typical application for employment and a sample trade and industrial education injury report are appended. (HD)

ED 128 565 CE 007 559

Sheet Metal. Trade and Industrial Education Trade Preparatory Training Guide.

Nebraska State Dept. of Education, Lincoln. Div. of Vocational Education.

Pub Date—[73]

Note—24p.; For related documents see CE 007 553-569. Appendix A, Application for Employment, may not reproduce well because of small type

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Behavioral Objectives, Building Trades, Curriculum, Curriculum Design, *Curriculum Guides, *Job Skills, Occupational Information, Secondary Education, *Sheet Metal Work, Sheet Metal Workers, State Curriculum Guides, *Task Performance, *Trade and Industrial Education

Identifiers—Nebraska

One of a series of curriculum guides prepared for the building occupations cluster of the construction/fabrication occupational group, this guide identifies the essentials of the sheet metal trade as recommended by successful sheet metal workers. An instructional program based upon the implementation of the guide is expected to prepare a student to adequately perform entry level tasks required of a sheet metal worker or to enter a post-secondary technical or apprenticeship program in sheet metal where additional depth can be realized. Trade tasks or information are listed in chart form under the headings of safety; blueprint reading, planning, drafting, and lay out; labor and material estimating; tools and equipment; selection and use of materials and supplies; construction, fabrication, assembly, installation, and repair; and general competencies. Space is provided on the charts to record for each item the date completed, teaching methods used, and teaching materials used. Also included are a list of teacher responsibilities, guidance information and sources of occupational information, recommended tests and references, and a chart depicting the total construction/fabrication occupational curriculum. A typical application for employment and a sample trade and industrial education injury report are appended. (HD)

ED 128 566 CE 007 560

Plumbing and Pipefitting. Trade and Industrial Education Trade Preparatory Training Guide.

Nebraska State Dept. of Education, Lincoln. Div. of Vocational Education.

Pub Date—[73]

Note—28p.; For related documents see CE 007 553-569. Appendix A, Application for Employment, may not reproduce well because of small type

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Behavioral Objectives, Building Trades, Curriculum, Curriculum Design, *Curriculum Guides, *Job Skills, Occupational Information, *Plumbing, Secondary Education, State Curriculum Guides, *Task Performance, *Trade and Industrial Education

Identifiers—Nebraska

One of a series of curriculum guides prepared for the building occupations cluster of the construction/fabrication occupational group, this guide identifies the essentials of the plumbing and pipefitting trade as recommended by the successful plumber/pipefitter. An instructional program based upon the implementation of the guide is expected to prepare a student to adequately perform entry level tasks required of a plumber/pipefitter or to enter a post-secondary technical or apprenticeship program in plumbing and pipefitting where additional depth can be realized. Trade tasks or information are listed in chart form under the headings of safety; blueprint reading and planning; labor and material estimating; tools and equipment; selection and use of materials and supplies; layout, fabrication, assembly, installation, maintenance, and repair; and general competencies. Space is provided on the charts to record for each item the date completed, teaching methods used, and teaching materials used. Also included are a list of teacher responsibilities, guidance information and sources of occupational information, recommended tests and references, and a chart depicting the total construction/fabrication occupational curriculum. A typical application form for employment and a sample trade and industrial education injury report are appended. (HD)

ED 128 567 CE 007 561

Masonry. Trade and Industrial Education Trade Preparatory Training Guide.

Nebraska State Dept. of Education, Lincoln. Div. of Vocational Education.

Pub Date—[73]

Note—33p.; For related documents see CE 007 553-569. Appendix A, Application for Employment, may not reproduce well because of small type

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Behavioral Objectives, Bricklayers, *Bricklaying, Building Trades, Curriculum, Curriculum Design, *Curriculum Guides, *Job Skills, Occupational Information, Secondary Education, State Curriculum Guides, *Task Performance, *Trade and Industrial Education

Identifiers—Nebraska

One of a series of curriculum guides prepared for the building occupations cluster of the construction/fabrication occupational group, this guide identifies the essentials of the masonry trade as recommended by the successful mason. An instructional program based upon the implementation of the guide is expected to prepare a student to adequately perform entry level tasks required of a mason or to enter a post-secondary technical or apprenticeship program in masonry where additional depth can be realized. Trade tasks or information are listed in chart form under the headings of safety; blueprint reading and planning; labor and material estimating; tools and equipment; operations and/or jobs; and general competencies. Space is provided on the charts to record for each item the date completed, teaching methods used, and teaching materials used. Also included are a list of teacher responsibilities, sources of occupational information, recommended tests and references, and a chart depicting the total construction/fabrication occupational curriculum. A typical application for employment and a sample trade and industrial education injury report are appended. (HD)

ED 128 568 CE 007 562

Carpentry. Trade and Industrial Education Trade Preparatory Training Guide.

Nebraska State Dept. of Education, Lincoln. Div. of Vocational Education.

Pub Date—[73]

Note—26p.; For related documents see CE 007 553-569. Appendix A, Application for Employment, may not reproduce well because of small type

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Behavioral Objectives, Building Trades, *Carpenters, Curriculum, Curriculum Design, *Curriculum Guides, *Job Skills, Occupational Information, Secondary Education, State Curriculum Guides, *Task Performance, *Trade and Industrial Education

Identifiers—*Carpentry, Nebraska

One of a series of curriculum guides prepared for the building occupations cluster of the construction/fabrication occupational group, this guide identifies the essentials of the carpentry trade as recommended by the successful carpenter. An instructional program based upon the implementation of the guide is expected to prepare a student to adequately perform entry level tasks required of a carpenter or to enter a post-secondary technical or apprenticeship program in carpentry where additional depth can be realized. Trade tasks or information are listed in chart form under the headings of safety, blueprint reading and planning, labor and material estimating, building site layout, footing and foundation, framing–floors, framing–walls, framing–ceiling and roof, finish work, tools and equipment, completion tasks, and general competencies. Space is provided on the charts to record for each item the date completed, teaching methods used, and teaching materials used. Also included are a list of teacher responsibilities, sources of occupational information, recommended tests and references, and a chart depicting the total construction/fabrication occupational curriculum. A typical application for employment and a sample trade and industrial education injury report are appended. (HD)

ED 128 569 CE 007 563

Machine Shop. Trade and Industrial Education Trade Preparatory Training Guide.

Nebraska State Dept. of Education, Lincoln. Div. of Vocational Education.

Pub Date—[73]

Note—30p.; For related documents see CE 007 553-569. Appendix A, Application for Employment, may not reproduce well because of small type

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Behavioral Objectives, Building Trades, Curriculum, Curriculum Design, *Curriculum Guides, *Job Skills, *Machinists, Metal Working Occupations, Occupational Information, Secondary Education, State Curriculum Guides, *Task Performance, *Trade and Industrial Education

Identifiers—Nebraska

One of a series of curriculum guides prepared for the metal occupations cluster of the construction/-fabrication occupational group, this guide identifies the essentials of the machinist trade as recommended by the successful machinist. An instructional program based upon the implementation of this guide is expected to prepare a student to adequately perform entry level tasks required of a machine operator or to enter a post-secondary technical or apprenticeship program in machine shop where additional depth can be realized. Trade tasks or information are listed in chart form under the headings of safety; tools and equipment; computations and estimations; operations and/or jobs; engine lathe; boring, drilling, and reaming; tap and die threading; milling; band sawing; grinding; alloy, metal, and machining characteristics; and general competencies. Space is provided on the charts to record for each item the date completed, teaching methods used, and teaching materials used. Also included are a list of teacher responsibilities, sources of occupational information, recommended tests and references, and a chart depicting the total construction/fabrication occupational curriculum. A typical application for employment and a sample trade and industrial education injury report are appended. (HD)

ED 128 570 CE 007 564

Appliance Repair; Radio and Television. Trade and Industrial Education Trade Preparatory Training Guide.

Nebraska State Dept. of Education, Lincoln. Div. of Vocational Education.

Pub Date—[73]

Note—54p.; For related documents see CE 007 553-569. Appendix A, Application for Employment, may not reproduce well because of small type

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Appliance Repairing, Behavioral Objectives, Curriculum, Curriculum Design, *Curriculum Guides, Electrical Occupations, Electricity, Electronics, *Job Skills, Occupational Information, Radio, Secondary Education, State Curriculum Guides, *Task Performance, Television, Television Repairmen, *Trade and Industrial Education

Identifiers—Nebraska

One of a series of curriculum guides prepared for the electricity/electronics occupations cluster, this guide identifies the essentials of the appliance repair and radio and television trade as recommended by successful servicemen. An instructional program based upon the implementation of the guide is expected to prepare a student to adequately perform entry level tasks required of servicemen or to enter a post-secondary technical or apprenticeship program in appliance repair and radio and television where additional depth can be realized. Trade tasks or information are listed in chart form in separate content sections for appliance repair and radio and television. Lists in each section are under such subheadings as safety, special tools and materials, warranties and service policies, merchandising and warehousing, basic thermodynamics, test and measuring equipment, and labor and replacement-/repair estimating. Space is provided on the charts to record for each item the date completed, teaching methods used, and teaching materials used. Also included are a list of teacher responsibilities, sources of occupational information, recommended tests and references, and a chart depicting the total electricity/electronics occupational curriculum. A typical application for employment and a sample trade and industrial education injury report are appended. (HD)

ED 128 571 CE 007 565

Electricity (Construction). Trade and Industrial Education Trade Preparatory Training Guide.

Nebraska State Dept. of Education, Lincoln. Div. of Vocational Education.

Pub Date—[73]

Note—28p.; For related documents see CE 007 553-569. Appendix A, Application for Employment, may not reproduce well because of small type

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Behavioral Objectives, Building Trades, Curriculum, Curriculum Design, *Curriculum Guides, *Electrical Occupations, Electricians, Electricity, *Job Skills, Occupational Information, Secondary Education, State Curriculum Guides, *Task Performance, *Trade and Industrial Education

Identifiers—Nebraska

One of a series of curriculum guides prepared for the building occupations cluster of the construction/fabrication occupational group, this guide identifies the essentials of the electricity trade as recommended by the successful electrician. An instructional program based upon the implementation of the guide is expected to prepare a student to adequately perform entry level tasks required of an electrician or to enter a post-secondary technical or apprenticeship program in electricity where additional depth can be realized. Trade tasks or information are listed in chart form under the headings of safety, blueprint reading and planning, selection and use of materials and supplies, labor and material estimating, tools and equipment, operations and/or jobs, and general competencies. Space is provided on the charts to record for each item the date completed, teaching methods used, and teaching materials used. Also included are a list of teacher responsibilities, sources of occupational information, recommended tests and references, and a chart depicting the total construction/fabrication occupational curriculum. A typical application for employment and a sample trade and industrial education injury report are appended. (HD)

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Subject Term — **Task Analysis**
Title of Document — Proceedings of a Symposium on Task Analyses/Task Inventories.
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ED 126 234
School Bus Accidents and Driver Age.
ED 126 231

North Dakota Association of Student Councils, Bismarck.
We Are Tomorrow.
ED 127 483

North Dakota State Board for Vocational Education, Bismarck. Research Coordinating Unit.
A Project to Develop Career Awareness Materials for Special Needs Students. Final Report. Research Series No. 19.
ED 124 797

Northern Illinois Univ., De Kalb.
An Exploratory Study of Professional Opinions and Current Practices Regarding Career Education for Exceptionally Gifted and Talented Students. A Final Report.
ED 127 465

Northern Michigan Univ., Marquette. Div. of Continuing Education and Extension.
Worker Relocation 1965-1972: A Review of the Research and Operations Findings of MDTA Experimental and Demonstration Projects.
ED 127 468//

Office of Career Education (DHEW/OE), Washington, D.C.
Career Education and Vocational Education: Similarities and Contrasts. Monographs on Career Education.
ED 127 472
Perspectives on the Problem of Evaluation in Career Education. Monographs on Career Education.
ED 127 471

Office of Education (DHEW), Washington, D.C.
Personnel Development for Vocational Education 1973-74. Commissioner's Report on the Education Professions.
ED 127 464

Ohio State Univ., Columbus. Center for Vocational Education.
Education and Work: A Congressional Perspective.
ED 126 323
Fusing the Career Education Concept into the Fiber of the State Educational System.
ED 127 425
Improving Vocational Education in Corrections: Proceedings of the Workshop for Improving Vocational Education in Correctional Institutions.
ED 126 305
Lifelong Education–Into the Nation's Third Century.
ED 127 478
Microfiche Set of Documents Announced in Abstracts of Instructional and Research Materials in Vocational and Technical Education (AIM/ARM), Volume 9, Number 3.
ED 127 481
Occupational Survey Report on Automotive Mechanics: Task Data from Workers and Supervisors Indicating Job Relevance and Training Criticalness. [Interim Report]. Research and Development Series No. 110.
ED 126 279
Occupational Survey Report on Business Data Programmers: Task Data From Workers and Supervisors Indicating Job Relevance and Training Criticalness. Research and Development Series No. 108.
ED 126 278
Occupational Survey Report on General Secretaries: Task Data from Workers and Supervisors Indicating Job Relevance and Training Criticalness. Research and Development Series No. 109.
ED 126 336
Proceedings of a Symposium on Task Analyses/-Task Inventories.
ED 126 314
Seeking an Administrative Commitment to Innovation.
ED 126 303
Workshop for Improving Vocational Education in Correctional Institutions. Final Report.
ED 126 306

Ohio State Univ., Columbus. College of Administrative Science.
The Parole Officer Aide Program in Ohio. An Exemplary Project. Criminal Justice System Series Number 42.
ED 126 316

Oklahoma State Dept. of Vocational and Technical Education, Stillwater.
Academic and World of Work Gap-Bridging through Career Education. Interim Report.
ED 126 298

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Div. of Research, Planning, and Evaluation.
A Mobility Study.
ED 126 301
The Roles of Vocational and Technical Education.
ED 126 296

Oregon State Dept. of Education, Salem. Div. of Community Colleges and Vocational Education.
Project Career Education K-10. Research and Development Project in Career Education: Final Report.
ED 126 322

Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg.
Evaluation of 1973-74 Vocational Programs in the Eight Pennsylvania State Correctional Institutions.
ED 126 300

Portland Public Schools, Oreg. Area III Office.
An Integration of Career and Consumer Education and Reading and Language Arts Program Goals. Final Report.
ED 126 318

Prairie View A and M Univ., Tex. School of Education.
Job Placement Services: An Open Door to Opportunities.
ED 127 489

Robbinsdale Independent School District 281, Minn.
The Language of Writing in a Communication Skills Series: Skills for Leisure, Careers, and Self-Development.
ED 126 228

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.
Background for Builders–Related Science and Trade Information for the Building Trades.
ED 127 459
Career Information Center: Staff Roles.
ED 127 461
Carpentry: Blueprint Interpretation.
ED 127 458
Ethnic Hairdressing.
ED 127 444//
Exploring Health Careers.
ED 127 460
Introduction to Vocations: Comprehensive Middle School Program.
ED 127 482
Learning Stations: A Dynamic Approach to Career Education.
ED 127 454
A Secondary Education Curriculum for Educable Mentally Retarded Students.
ED 127 457
Teacher Guide for Airbrush.
ED 127 456//
Workbook for Dental Records.
ED 127 455//

Shelley (E. F.) Associates, Inc., Washington, D.C.
Development of Performance Standards for Employment Service. Volume 2: Part B. Findings and Recommendations. Final Report.
ED 126 363

Somersworth School District, N.H.
A Career Education Program for the Somersworth School District. Final Report.
ED 126 307

South Carolina State Advisory Council on Vocational and Technical Education, Columbia.
The Adequacy of Vocational and Technical Education. The Report of a Special Study.
ED 126 315
Vocational Education and Technical Education. Evaluation Report 1975.
ED 124 803

Southern Illinois Univ., Carbondale.
Delivering Vocational Instruction to Adult Learners.
ED 127 469

Springfield Public Schools, Oreg.
Resource Unit for Decision Making Skills Including Values Clarification.
ED 126 304

State Fair Community Coll., Sedalia, Mo.
Follow-Up Survey of 1975 Graduates.
ED 126 259

Temple Univ., Philadelphia, Pa. Center for Labor and Manpower Studies.
Women Returning to Work and Their Interaction with a Temporary Help Service.
ED 127 426

Tennessee Univ., Knoxville. Occupational Research and Development Coordinating Unit.

Development and Implementation of a Model Regional Information System for Vocational-Technical Education. Final Report. Vol. 1.
ED 126 242

Development and Implementation of a Model Regional Information System for Vocational-Technical Education. Final Report. Vol. 2.
ED 126 243

University of South Florida, Tampa.

Exploration of Wholesaling Careers.
ED 127 441

The Integration of Females into Male-Oriented Jobs: Experiences of Certain Public Utility Companies.
ED 127 436//

Making It in Marketing Services. Exploration of Marketing Services Careers.
ED 127 439

University of West Florida, Pensacola.

The Evaluation of the Leon District Career Education Project, Grades K-14. Final Report. (June 1973 to July 1975).
ED 127 485

Virginia Commonwealth Univ., Richmond.

A Guide for the Organization and Operation of Local Advisory Committees for Vocational Education.
ED 124 799

Guidelines and Resources for the Development, Implementation, Operation and Evaluation of Local Advisory Committees or Councils. Final Report.
ED 124 800

Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.

New Dimensions in Placement Services. Annual Conference for Career Counseling and Vocational Education (5th, Blacksburg, Virginia, February 6 & 7, 1976).
ED 127 428

Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.

An Evaluation Design for School-Based Career Education Programs. Final Report.
ED 126 239

Wisconsin Univ. - Stout, Menomonie. Dept. of Rehabilitation and Manpower Services. Research and Training Center.

Occupation Finding for Placement Using the Dictionary of Occupational Titles.
ED 126 328

Wisconsin Univ.-Stout, Menomonie. Stout Vocational Rehabilitation Inst.

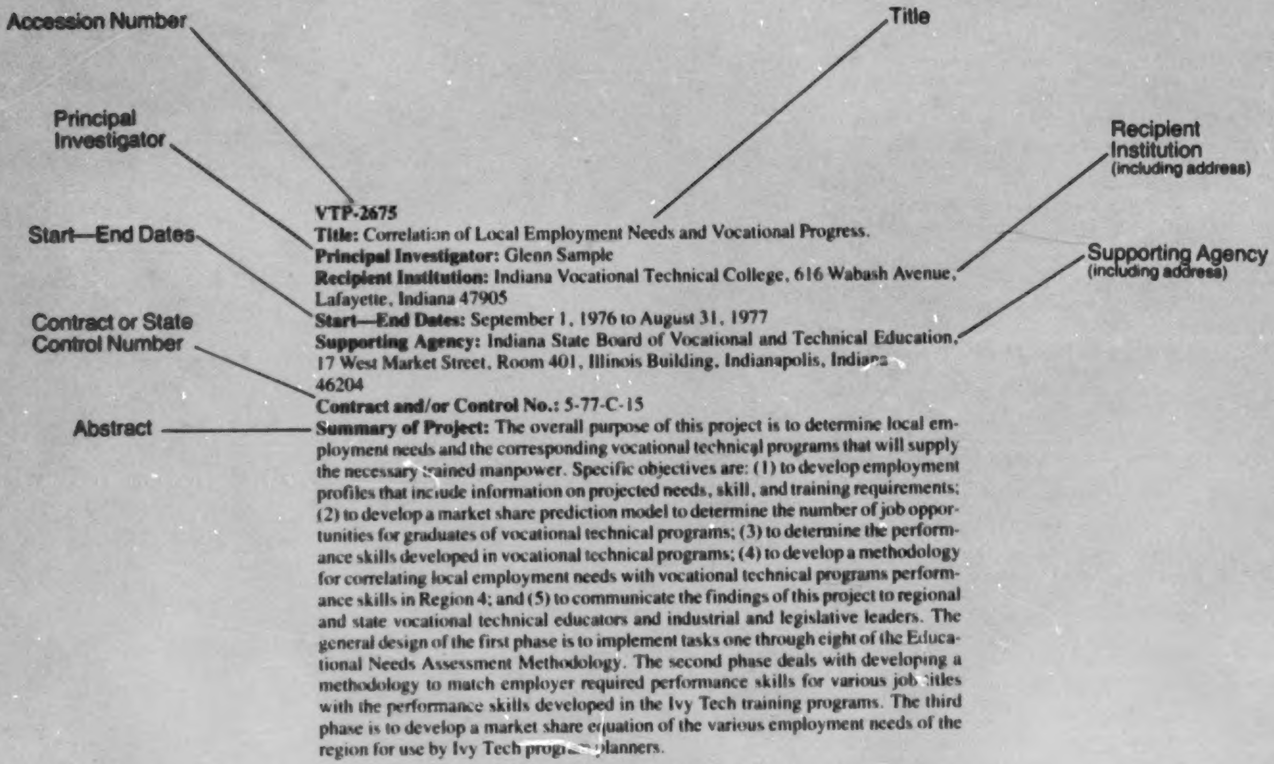
Process and Content Orientations in Vocational Evaluation Programs.
ED 126 327

The Task Matrix Procedure.
ED 126 326

Wisconsin Univ., Madison. Inst. for Research on Poverty.

The Effect of Job Experience on Earnings Among Middle-Aged Men. Institute for Research on Poverty Discussion Papers.
ED 127 445

Sample Project Resume


Accession Number
Principal Investigator
Start—End Dates
Contract or State Control Number
Abstract
Title
Recipient Institution (including address)
Supporting Agency (including address)

VTP-2675
Title: Correlation of Local Employment Needs and Vocational Progress.
Principal Investigator: Glenn Sample
Recipient Institution: Indiana Vocational Technical College, 616 Wabash Avenue, Lafayette, Indiana 47905
Start—End Dates: September 1, 1976 to August 31, 1977
Supporting Agency: Indiana State Board of Vocational and Technical Education, 17 West Market Street, Room 401, Illinois Building, Indianapolis, Indiana 46204
Contract and/or Control No.: 5-77-C-15
Summary of Project: The overall purpose of this project is to determine local employment needs and the corresponding vocational technical programs that will supply the necessary trained manpower. Specific objectives are: (1) to develop employment profiles that include information on projected needs, skill, and training requirements; (2) to develop a market share prediction model to determine the number of job opportunities for graduates of vocational technical programs; (3) to determine the performance skills developed in vocational technical programs; (4) to develop a methodology for correlating local employment needs with vocational technical programs performance skills in Region 4; and (5) to communicate the findings of this project to regional and state vocational technical educators and industrial and legislative leaders. The general design of the first phase is to implement tasks one through eight of the Educational Needs Assessment Methodology. The second phase deals with developing a methodology to match employer required performance skills for various job titles with the performance skills developed in the Ivy Tech training programs. The third phase is to develop a market share equation of the various employment needs of the region for use by Ivy Tech program planners.

PROJECTS IN PROGRESS

The resumes in this section announce ongoing research and curriculum development projects funded by the Vocational Education Amendments of 1968 (P.L. 90-576), Parts C, D, I, and J.

The projects are arranged alphabetically, first by state and then by title within each state.

Complete names and addresses are provided for both the individuals or organizations conducting the research and for the funding agencies.

VTP-2724
The Cooperative Occupational Opportunities and Placement Program (Continuation).
Principal Investigator: Green, Andrew
Recipient Institution: Greene County Board of Education, Box [illegible]69, Eutaw, Alabama 35462
Start—End Dates: Start Date 1 Aug 76; End Date 31 Jul 77
Supporting Agency: Alabama State Department of Education, Division of Vocational Education, State Office Building, Montgomery, Alabama 36104
Summary of Project: In its third year of operation, the project will focus on four objectives: (1) the continued infusion of career education into the core curriculum of grades 9-12 in Greene County schools; (2) the exposure of staff and teachers to various career clusters; (3) the extended placement of juniors and seniors in various career clusters; and (4) dissemination of the research findings to school districts seeking replication. Through the use of planned preservice and inservice programs, participating teachers will develop skills to enable them to incorporate career education modules into the core curriculum. Pupils will benefit from video-tapes and commercially-produced materials on career education. In addition, both teachers and students will have internship placements with cooperating employers.

VTP-2725
Developing a Comprehensive Placement Program (Continuation).
Principal Investigator: Major, Evan K., Jr.
Recipient Institution: Shelby County Board of Education, Columbiana, Alabama 35051
Start—End Dates: Start Date 1 Sep 76; End Date 31 Aug 77
Supporting Agency: Alabama State Department of Education, Division of Vocational Education, State Office Building, Montgomery, Alabama 36104
Summary of Project: In its third year of operation, the project will expand and improve upon the placement program in the Shelby County school system. Project objectives include: (1) improving communication among schools and the world of work; (2) applying information obtained from the work community toward curriculum development; (3) providing relevant information and experiences for students, graduates, and school leavers to assist in sound career decisions; and (4) assisting all high school students toward placement in employment or further training. In this final year, project emphasis will be on dissemination of information. The instruments, techniques, and approaches used will be recorded and made available to other systems.

VTP-2726
The Development of Job Placement Services for Exiting Vocational Students.
Principal Investigator: Glenn, Ray
Recipient Institution: Tuscaloosa County Board of Education, 2314 Ninth Street, Tuscaloosa, Alabama 35401
Start—End Dates: Start Date 1 Aug 76; End Date 31 Jul 77
Supporting Agency: Alabama State Department of Education, Division of Vocational Education and Community Colleges, State Office Building, Montgomery, Alabama 36104
Summary of Project: In the third year of operation this project will continue to place exiting vocational students in occupations or occupational training. Objectives of the project are to: (1) place high school graduates and school leavers in occupations or postsecondary technical schools; (2) facilitate communication between the business world and the vocational student; (3) assist the cooperative teachers in placing part-time cooperative students; (4) develop a centralized filing and classification system of the high school graduates and school leavers; (5) maintain and update a file on all area businesses; (6) conduct a followup on all graduates and school leavers on an annual basis; and (7) prepare a description of the program for distribution.

VTP-2727
Development of Telephone Installer-Repairman Course at Secondary School Level.
Principal Investigator: Griffith, Thomas
Recipient Institution: St. Clair County Board of Education, P. O. Box 248, Ashville, Alabama 34953
Start—End Dates: Start Date 1 Aug 76; End Date 31 May 77
Supporting Agency: Alabama State Department of Education, Division of Vocational Education and Community Colleges, State Office Building, Montgomery, Alabama 36104
Summary of Project: In its second year of operation the project will continue to develop and implement a model two-year vocational course in telephone installer-repairman at the secondary level. Placement and followup of the program are additional objectives of the project. The students will be exposed to a more indepth field of study to prepare for the more technical jobs of the telephone industry, such as cable splicer, PBX installer, lineman, and switchman. Approximately 320 hours of instruction will be offered in two-hour blocks. Functioning equipment and materials currently in use by the telephone companies are available to the students. The instructor will continue to work with the curriculum specialists in vocational education to develop performance-based curriculum.

VTP-2728
A Manpower and a Needs Assessment Study for a Rural, Vocationally Oriented Community College.
Principal Investigator: Colgan, Francis
Recipient Institution: Pinal County Community College, Coolidge, Arizona 85228
Start—End Dates: Start Date 1 Jul 76; End Date 30 Jun 77
Supporting Agency: Arizona Department of Education, Division of Vocational Education, Research Coordinating Unit, Phoenix, Arizona 85007
Summary of Project: The goal of this project is to conduct a manpower and needs assessment study of the service area of the Arizona College of Technology. The data will be analyzed and curriculum recommendations will be based on the findings. Procedures consist of: (1) developing the data gathering instrument; (2) submitting the instruments to intended respondents; (3) receiving, sorting, and analyzing the data; (4) preparing a report on observations; and (5) submitting a report.

VTP-2729
Study of Essential Living Skills for Members of Families with Multiple Roles - Phase III (Continuation).
Principal Investigator: Hunnicutt, H. B.
Recipient Institution: Arizona State University, Home Economics Department, Tempe, Arizona 85281
Start—End Dates: Start Date 1 Jul 76; End Date 30 Jun 77
Supporting Agency: Arizona State Department of Education, Division of Vocational Education, 1535 West Jefferson, Phoenix, Arizona 85007
Summary of Project: The purpose of this study is to identify empirically those essential living skills or minimum competencies necessary to women in multiple roles (careers and families) and to delineate minimum levels of competencies. Phase III will sample 3,500-5,000 female and male subjects from all parts of Arizona.

VTP-2730
Business Enterprise Training (Continuation).
Principal Investigator: Johnson, Jack C.
Recipient Institution: San Juan Unified School District, 3738 Walnut Avenue, Carmichael, California 95608
Start—End Dates: Start Date 1 Jul 76; End Date 30 Jun 77
Supporting Agency: California State Department of Education, Sacramento, California 95814
Summary of Project: In its third and final year, the project will continue to develop and implement distributive education curriculum which is interdisciplinary and relates classroom learning to real life, provides for career exploration and preparation, and prepares students with salable knowledge and skills. The emphasis of the third year will be on dissemination, staff development, and pilot testing and distribution of curriculum.

VTP-2731
Career Awareness and Vocational Preparation for Junior High School Students.
Principal Investigator: LeKander, Lawrence
Recipient Institution: Salinas Union High School District, 431 West Alisal Street, Salinas, California 93901
Start—End Dates: Start Date 1 Sep 76; End Date 1 Aug 77
Supporting Agency: California State Department of Education, Sacramento, California 95814
Summary of Project: The project will offer students a career planning system and an opportunity to participate in a series of work-sampling experiences which will allow students and counselors to objectively evaluate the student's vocational aptitudes and abilities. The three phases consist of: (1) career planning system; (2) career awareness laboratory; and (3) vocational evaluation system. The project will be used as a model at the junior high level and will be available for replication in other junior high schools in the state.

VTP-2732
Maintenance and Development of the California Manpower Management Information System (Continuation).
Principal Investigator: Zant, John Van
Recipient Institution: Ventura County Superintendent of Schools, County Office Building, Ventura, California 93001
Start—End Dates: Start Date 1 Nov 76; End Date 31 Oct 77
Supporting Agency: California State Department of Education, Vocational Education Unit, Sacramento, California 95814
Summary of Project: This project will continue the development, implementation, and dissemination activities of the California Manpower Management Information System (CMMIS). Objectives are designed to: (1) complete specified developmental activities of the CMMIS; (2) develop strategies to assure that the system is implemented; and (3) produce, on a continuing basis, useful manpower and vocational education program planning information to the three participating state agencies, as well as regional and local planners. Objectives are to review, if necessary, modify, and produce a series of reports designed to comprehensively describe the status of vocational education programs at the local, regional, or state levels. Also, there will be extensive inservice training activities, including training in the use of the products developed.

VTP-2733
Multidisciplinary Model: Distributive Education.
Principal Investigator: Walquist, James P.
Recipient Institution: Antioch Unified School District, 510 G Street, Antioch, California 94509
Start—End Dates: Start Date 1 Jul 76; End Date 30 Jun 77
Supporting Agency: California State Department of Education, Sacramento, California 95814
Summary of Project: This project proposes to bring together instructional and counseling resources that exist within the Antioch High School and two feeder junior high schools to develop a multidisciplinary vocational education program. Specifically, students from home economics, industrial occupations, arts and crafts, drama, office and distributive education receive training in competencies identified by industry as required of all job entry-level employees. Each student selects a specialty occupation and receives instruction on a personalized basis. The culminating and overriding activity is the development and operation of a student-directed and operated business.

VTP-2734
Childhood and Parenthood-Competency Education.
Principal Investigator: Carta, Elizabeth
Recipient Institution: Norwalk Board of Education, 105 Main Street, Norwalk, Connecticut 06852
Start—End Dates: Start Date 7 Sep 76; End Date 30 Jun 77
Supporting Agency: Connecticut State Department of Education, Research and Planning Unit for Vocational Education, Hartford, Connecticut 06115
Summary of Project: Continuation of Norwalk, Connecticut's childhood and parent education is proposed. The program will continue to provide experiences which will enable young people to more effectively meet their responsibilities as parents. These experiences include classroom instruction and field site and child development laboratory experiences. A management system, developed to help organize, influence, and control the program, provides continuing feedback concerning students, school staff, and community resources.

VTP-2735
Implementation of the East Shore Career Education Center.
Principal Investigator: Sandagata, Robert R.
Recipient Institution: Area Cooperative Educational Services, 800 Dixwell Avenue, New Haven, Connecticut 06511
Start—End Dates: Start Date 1 Jul 76; End Date 30 Jun 77
Supporting Agency: Connecticut State Department of Education, Research and Planning Unit for Vocational Education, P. O. Box 2219, Hartford, Connecticut 06115
Summary of Project: This project will implement a continuous career education program in grades K-12 for the communities of Branford, Guilford, East Haven, and North Branford. Procedures will include: (1) developing a centralized resource center; (2) sharing facilities, equipment, programs, and staff; (3) identifying new cooperative career programs; (4) coordinating career guidance activities; (5) providing work skills laboratory experiences; (6) developing shared vocational training programs; and (7) providing staff development and inservice activities.

VTP-2736
Delmarva Career Education Program.
Principal Investigator: Owen, Doyle I.
Recipient Institution: Seaford School District, Delaware Place, Seaford, Delaware 19973
Start—End Dates: Start Date 1 Jul 76; End Date 1 Jun 77
Supporting Agency: Delaware Department of Public Instruction, Instructional Services Branch, Vocational Education Division, Dover, Delaware 19901
Contract and/or Control No.: R-77-1
Summary of Project: This project will assist the districts of the Delmarva Economic Region with student job placement through the compilation of a labor market survey of the region and through a coordinated program of employment information between the various districts of the region and the business and manufacturing region. Assistance to the local school districts will also be provided in conducting classroom programs to assist in preparation for job readiness and employment interviews. In addition, career materials relevant to the region will be collected and disseminated and career data on the region and specific industries will be developed.

VTP-2737
Educational Resources Association (Continuation).
Principal Investigator: Weatherly, Paul
Recipient Institution: Delaware Technical and Community College, 1832 North duPont Highway, Dover, Delaware 19901
Start—End Dates: Start Date 1 Jul 76; End Date 1 Jun 77
Supporting Agency: Delaware State Department of Public Instruction, Dover, Delaware 19901
Summary of Project: Proposed for continuation is the Educational Resources Association (ERA), a nonprofit public service organization established to serve public and private schools (K-12) in Delaware. The overall goal is to identify a variety of career and curriculum-related business and community resources and, through a centrally controlled clearinghouse, make them available to all participating teachers.

VTP-2738
Elementary Industrial Arts Program.
Principal Investigator: Elder, Leon

Recipient Institution: Conrad School District, 99 Middleboro Road, Wilmington, Delaware 19804
Start—End Dates: Start Date 1 Jul 76; End Date 1 Jun 77
Supporting Agency: Instructional Services Branch, Vocational Education Division, Dover, Delaware 19901
Contract and/or Control No.: I-77-1
Summary of Project: This project proposes to establish an introductory program in the area of industrial arts at the elementary level. Objectives of the project include: (1) instruction in the proper use of hand tools; (2) knowledge of different hand tools and their functions; (3) improvement in students' ability to follow directions; and (4) improvement of motor coordination and dexterity.

VTP-2739

Occupational Teacher Education.
Principal Investigator: Stetson, Patricia
Recipient Institution: University of Delaware, Newark, Delaware 19711
Supporting Agency: Delaware State Department of Public Instruction, Dover, Delaware 19901
Summary of Project: This project will provide supplemental funding to the Occupational Teacher Education Consortium to complete the innovative program activities for Career Teachers in Individualizing Occupational Needs of Students (ACTION). It is designed to provide assistance to selected teachers in the state in developing innovative teaching materials utilizing the resource materials of the Vocational-Technical Education Consortium of States (V-TECS). The core of teachers will then work with district teachers in improving vocational-technical instruction in Delaware.

VTP-2740

Performance Based, Self-Paced Instructional System (Continuation).
Principal Investigator: Hoff, Charles
Recipient Institution: Kent County Vocational-Technical School, Box 97, Woodside, Delaware 19980
Start—End Dates: Start Date 1 Jul 76; End Date 1 Jun 77
Supporting Agency: Delaware State Department of Public Instruction, Dover, Delaware 19901
Summary of Project: This project completes the district's committment to developing performance-based curriculum on the V-TECS task-analyzed approach. Each instructor will review and update completed packages. During the 1976-77 school year, instructors will continue to breakdown the units of their courses into separate concepts and to build packages around these concepts. They will also incorporate information and materials from V-TECS catalogs into individualized learning packages. In addition, all instructors will attend an inservice program on the use of V-TECS catalogs.

VTP-2741

Performance Objective Based Vocational Education Curriculum Project (Continuation).
Principal Investigator: Kirk, George V.
Recipient Institution: Newark School District, 83 East Main Street, Newark, Delaware 19711
Start—End Dates: Start Date 1 Jul 76; End Date 1 Jun 77
Supporting Agency: Delaware State Department of Public Instruction, Dover, Delaware 19901
Summary of Project: This project continues an effort to obtain uniformity in vocational instruction through an agreement with a consortium of states. Newark will further refine the tasks of each occupational area into basic lessons. The project proposes to: (1) develop a performance-based vocational education curriculum encompassing 31 secondary school level instructional areas; (2) determine the extent of existing performance-based curriculum and complete a matrix to determine what elements are presently unavailable; (3) extract and synthesize existing curriculums with desirable components and develop a common format; (4) develop an instructional system; (5) develop a teacher training program for implementation of the instructional system; and (6) compile, edit, and distribute the final product.

VTP-2742

Vocational-Technical Education Consortium of States (Continuation).
Principal Investigator: Schweitzer, Rachel J.
Recipient Institution: Delaware Department of Public Instruction, Dover, Delaware 19901
Start—End Dates: Start Date 1 Jul 76; End Date 30 Jun 77
Supporting Agency: Delaware State Department of Public Instruction, Instructional Services Branch, Vocational Education Division, Dover, Delaware 19901
Summary of Project: Proposed for continuation is a project with the Vocational-Technical Education Consortium of States (V-TECS) for the development of two catalogs of performance objectives and the continuing membership in the consortium. The ultimate goal is to implement a task-oriented, competency-based curriculum whereby students graduating from a vocational technical course will have acquired prescribed skills pertinent to the requirements of the business and industrial community. The project proposes: (1) to develop a learning program with emphasis on management skills for teachers and their supervisors; (2) to develop programs that are student-centered and competency-based; and (3) to implement a systematic means of disseminating and diffusing materials and techniques necessary to achieve effective utilization of performance-based materials on a broad scale.

VTP-2743

Careers Resource Project Utilizing a Mobile Unit Design (Continuation).
Principal Investigator: Roth, Joe W.
Recipient Institution: Indiana Vocational Technical College, 3501 First Avenue, Evansville, Indiana 47710
Start—End Dates: Start Date 1 Jul 76; End Date 30 Jun 77
Supporting Agency: Indiana State Board Of Vocational and Technical Education, 17 West Market Street, Room 401, Illinois Building, Indianapolis, Indiana 46204
Contract and/or Control No.: 5-76T-D
Summary of Project: This project proposes continuation of a vocational exploration program to students in a 16-county area of southwestern Indiana through the use of mobile educational units. Features of the project include: (1) implementation of a K-12 career education program in schools requesting such assistance; (2) increase in the utilization of vocational and career education resources; (3) dissemination of vocational education information; and (4) implementation of a systematic school-based placement model upon request of high schools.

VTP-2744

Common Content CORE for Agribusiness Education Programs.
Principal Investigator: Davis, R. L.
Recipient Institution: Purdue University, West Lafayette, Indiana 47907
Start—End Dates: Start Date 1 Oct 76; End Date 30 Sep 77
Supporting Agency: Indiana State Board of Vocational and Technical Education, 17 West Market Street, Room 401, Illinois Building, Indianapolis, Indiana 46204
Contract and/or Control No.: 5-77-C-4
Summary of Project: This project will develop the core one and two curriculum and instructional materials for the Vocational Agribusiness Programs in Indiana. Specific objectives are: (1) identification of the common core tasks needed prior to specific agricultural occupational preparation in secondary schools; (2) verification of these common core tasks; (3) development of instructional materials; (4) field testing of the materials; and (5) dissemination and inservice education activities.

VTP-2745

Development of a Health Occupations Continuing Education Center (Continuation).
Principal Investigator: Stevens, Joyce
Recipient Institution: Evansville-Vanderburgh School Corporation, One Southeast Ninth Street, Evansville, Indiana 47708
Start—End Dates: Start Date 1 Oct 76; End Date 30 Aug 77
Supporting Agency: Indiana State Board of Vocational and Technical Education, 17 West Market Street, Room 401, Illinois Building, Indianapolis, Indiana 46204
Contract and/or Control No.: 16-76T-D-4
Summary of Project: During its third year of operation, this project proposes to continue implementation of the continuing education center for vocational level health occupations workers and to determine the effectiveness of the program offerings. Objectives are: (1) to determine through questionnaires if either participants or their supervisors perceive any upgrading of performance as a result of enrollment in continuing education programs; (2) to plan additional program offerings to include at least two additional groups to include additional offerings for groups already being served; (3) to continue present programs; and (4) to prepare a manual of administrative and instructional guidelines.

VTP-2746

Development of Communications Systems Between Vocational Educators, Students, and Employers.
Principal Investigator: Lewis, Del
Recipient Institution: Mid-Central Area Vocational School, R. R. 4, Elwood, Indiana 46036
Start—End Dates: Start Date 1 Oct 76; End Date 30 Jun 77
Supporting Agency: Indiana State Board of Vocational and Technical Education, 17 West Market Street, Room 401, Illinois Building, Indianapolis, Indiana 46204
Contract and/or Control No.: 5-77-C-6
Summary of Project: The purpose of the project is to provide video cassettes and printed materials to be utilized by vocational program instructors, counselors, and job placement specialists to provide a better understanding of training and placement needs of vocational education. Cassette tape recordings will be made of onsite job operations illustrating skills needed, production requirements, and actual job performance. The tapes will then be edited and brought

to the classroom for counseling, teaching reinforcement, and student observations. Field testing will consist of viewing by employers, instructors, counselors, and graduated student-employers. The tapes will then be cataloged by vocational area. Listings of the tape cassettes will be published for statewide distributive loan usage.

VTP-2747

Identification and Analysis of Distributive Curricular Needs by Job Title.
Principal Investigator: Pennington, Don E.
Recipient Institution: MSD of Washington Township, 1605 East 86th Street, Indianapolis, Indiana 46240
Start—End Dates: Start Date 1 Oct 76; End Date 30 Sep 77
Supporting Agency: Indiana State Board of Vocational and Technical Education, 17 West Market Street, Room 401, Illinois Building, Indianapolis, Indiana 46204
Contract and/or Control No.: 16-76T-D-1
Summary of Project: It is proposed that the existing instructional system for distributive education in Indiana be reviewed, analyzed, and updated. Objectives of the project include: (1) the collection of distributive student enrollment data by U. S. Office of Education codes to compare with job market demand and analysis; (2) the verification and comparison of existing V-TECS cashier-checker critical tasks with the critical tasks identified previously; (3) a review of distributive education competency-based curriculum based on a study of critical tasks performed by retail salespersons; and (4) the development of a distributive education domain matrix as a basis of further study of critical tasks needed in specific job titles.

VTP-2748

Instrument Development for Generalizable Evaluation Model for Vocational Teacher Education.
Principal Investigator: Davis, R. L.
Recipient Institution: Purdue Research Foundation, West Lafayette, Indiana 47907
Start—End Dates: Start Date 1 Oct 76; End Date 30 Sep 77
Supporting Agency: Indiana State Board of Vocational and Technical Education, 17 West Market Street, Room 401, Illinois Building, Indianapolis, Indiana 46204
Contract and/or Control No.: 5-77-C-16
Summary of Project: The objective of the project is to develop comprehensive product and process instrumentation necessary for the implementation and installation of the Generalizable Evaluation Model for Vocational Teacher Education. The design calls for data collection using the instrumentation developed, development of an installation strategy using the advisory panel technique, and statewide dissemination. A modification of the delphi technique will be used. The results of a continuing refinement process will be a validated set of instruments for use with the evaluation model. Data collected for field test purposes will be analyzed using normative techniques and will provide the basis for an analytical report.

VTP-2749

Instrumentation for the Generalizable Evaluation Model for Vocational Teacher Education.
Principal Investigator: Mulholland, J. D.
Recipient Institution: Indiana University, Bryan Hall 201, Bloomington, Indiana 47401
Start—End Dates: Start Date 1 Oct 76; End Date 30 Sep 77
Supporting Agency: Indiana State Board of Vocational and Technical Education, 17 West Market Street, Room 401, Illinois Building, Indianapolis, Indiana 46204
Contract and/or Control No.: 5-77-C-14
Summary of Project: This project is conceived as a refinement and extension of the 1976 project, entitled "The Development of a Generalizable Evaluation Model for Vocational Teacher Education." The purpose of this project is to undertake activities leading to the installation and implementation of the model in Indiana. Included are the development and validation of the instrumentation that will occur prior to statewide implementation. Such instrumentation includes both process and product evaluative bases. A corallary purpose of the project is to generate an initial process for installation and implementation of the model.

VTP-2750

Job Title Analysis Curriculum Development.
Principal Investigator: Thompson, Meredith
Recipient Institution: Bartholomew Consolidated School Corporation, 1400 25th Street, Columbus, Indiana 47201
Start—End Dates: Start Date 1 Oct 76; End Date 31 Jul 77
Supporting Agency: Indiana State Board of Vocational and Technical Education, 17 West Market Street, Room 401, Illinois Building, Indianapolis, Indiana 46204
Contract and/or Control No.: 5-77-C-2
Summary of Project: This project will contribute to the development of learning modules linking specific objectives for the job title with business practices and procedures. Teacher, student-centered, and remedial learning modules will be developed for the job title of secretary. Research of the secretarial job title will use V-TECS performance-based materials as they relate to job opportunities in Indiana. The student-centered modules will include an extension of individualized learning in the form of remedial learning modules. Additional objectives are to expand the focus of the materials by providing for the needs of adult education and to provide an opportunity for project participants to become familiar with the process of developing performance objectives and criterion-referenced measures and materials.

VTP-2751

Job Title Analysis for Selected Job Title Clustering for Horticulture.
Principal Investigator: Davis, R. L.
Recipient Institution: Purdue University, West Lafayette, Indiana 47907
Start—End Dates: Start Date 1 Oct 76; End Date 30 Sep 77
Supporting Agency: Indiana State Board of Vocational and Technical Education, 17 West Market Street, Room 401, Illinois Building, Indianapolis, Indiana 46204
Contract and/or Control No.: 5-77-C-1
Summary of Project: The purpose of this project is to begain systematic curriculum development in horticulture by preparing a horticulture job title matrix that systematically arranges a comprehensive listing of all job titles in horticulture. Also, a single job title catalog will be selected from those currently available through the V-TECS system. A purposive study will be undertaken to validate this job title catalog for Indiana. Finally, the validated list of tasks contained in the job title catalog will be sequenced to allow for the systematic development of instructional materials.

VTP-2752

Mobile Laboratory to Effect Knowledge of Techniques for Vocational Exploration (Continuation).
Principal Investigator: Dudley, Gerald O.
Recipient Institution: Penn-Harris-Madison School Corporation, P. O. Box 302, Osceola, Indiana 46561
Start—End Dates: Start Date 1 Jul 76; End Date 30 Jun 77
Supporting Agency: Indiana State Board of Vocational and Technical Education, 17 West Market Street, Room 401, Illinois Building, Indianapolis, Indiana 46204
Contract and/or Control No.: 2-76T-D
Summary of Project: This project is intended as an implementation of the previous year's project designed to explore ways in which a mobile unit might complement career education inservice. The following goals will be achieved through the operation of the project: (1) conversion of the mobile training unit from a classroom design to a flow-through design; (2) 30 presentations to groups attending the South Bend Center: and (3) 50 mobile training unit visits to facilitate career media use and awareness throughout the northern one-half of Indiana.

VTP-2753

Needs Assessment Information Dissemination (Continuation).
Principal Investigator: Jessup, Roger
Recipient Institution: Marion Community Schools, 121 East River Boulevard, Marion, Indiana 46952
Start—End Dates: Start Date 1 Oct 76; End Date 30 Sep 77
Supporting Agency: Indiana State Board of Vocational and Technical Education, 17 West Market Street, Room 401, Illinois Building, Indianapolis, Indiana 46204
Summary of Project: This project proposes to extend to other areas in the state of Indiana the needs assessment procedure for vocational education developed in the pilot project for Planning Area Six. Objectives of the project include: (1) developing a system for implementation of effective needs assessment for local educational agencies; (2) developing local educational agency components in needs assessment as part of a total information system for the state; (3) initiating a design for a statewide uniform information system from local educational agency needs assessment components; (4) directing and coordinating local needs assessment procedures; and (5) conducting an ongoing evaluation of assessment procedures.

VTP-2754

A Proposal to Train Writing Teams to Develop V-TECS Catalogs in the Mechanical Drafting and Agri-Chemical Domains.
Principal Investigator: Reckerd, Tom
Recipient Institution: Indiana State University, Vocational Technical Services Center, Terre Haute, Indiana 47809

Start—End Dates: Start Date 1 May 76; End Date 1 Jun 77

Supporting Agency: Indiana State Board of Vocational and Technical Education, 17 West Market Street, Room 401, Illinois Building, Indianapolis, Indiana 46204

Contract and/or Control No.: 5-77-C-8

Summary of Project: The purpose of the project is to recruit and train 10 to 20 persons to write two domain catalogs that will provide job-related data for vocational program planning. A sufficient number of persons will be identified to serve on each of two writing teams for two curriculum domains–agri-chemical and mechanical drafting. They will be trained in the areas of: (1) developing survey instruments; (2) developing task inventories; (3) conducting task inventory surveys; (4) performing task analyses; (5) writing performance objectives; (6) constructing criterion-referenced measures; and (7) identifying suggested instructional content and sequences called performance guides. Product objectives will be task inventory survey instruments for five job titles, two domain matrixes, task inventories for five job titles, and two V-TECS catalogs.

VTP-2755

Project HOPE: A Comprehensive Plan for Indiana Health Occupations Program Educators (Continuation).

Principal Investigator: Smalley, Shirley

Recipient Institution: New Castle Community School Corporation, 522 Elliott Avenue, New Castle, Indiana 47362

Start—End Dates: Start Date 1 Sep 76; End Date 31 Aug 77

Supporting Agency: Indiana State Board of Vocational and Technical Education, 17 West Market Street, Room 401, Illinois Building, Indianapolis, Indiana 46204

Contract and/or Control No.: 16-76-T-D-2

Summary of Project: The project continues in its intent to develop a long-range planning and management system for a comprehensive health occupations education program for the state of Indiana. The third year's objectives include: (1) development of a competency-based teacher training program for the future preparation of health occupations teachers; (2) development of a performance-based student training program; and (3) development of a system for providing information services to teachers, teacher-trainers, students, and others.

VTP-2756

A Purposive Study: Auto Mechanics/V-TECS.

Principal Investigator: Fleenor, Edgar

Recipient Institution: Indiana University, Research and Sponsored Programs, 355 Lansing, Indianapolis, Indiana 46202

Start—End Dates: Start Date 15 Jul 76; End Date 30 Jun 77

Supporting Agency: Indiana State Board of Vocational and Technical Education, 17 West Market Street, Room 401, Indianapolis, Indiana 46204

Contract and/or Control No.: 119-76-C

Summary of Project: This project proposes to establish individual job title task inventories for the 45 job titles in the auto light and medium duty vehicles division of the Highway Transportation subcluster. Task inventories for all the job titles identified in the Carmel Clay matrix will be developed using the Florida V-TECS data. These synthesized inventories will be validated by a jury composed of job incumbents from the different job title categories, supervisors, and educators in the field of auto mechanics. Common task listings by subcategory, category, and division will then be generated. Finally, domain catalogs including performance objectives, criteria-referenced measures and performance guides will be developed for job titles within each subcategory of the division.

VTP-2757

Research and Development: Curriculum Planning for Area Vocational School.

Principal Investigator: Wheatley, Lawrence

Recipient Institution: South Central Area Vocational School, R. R. #2, Campbellsburg, Indiana 47108

Start—End Dates: Start Date 7 Sep 76; End Date 9 Jun 77

Supporting Agency: Indiana State Board of Vocational and Technical Education, 17 West Market Street, Room 401, Indianapolis, Indiana 46204

Contract and/or Control No.: 16-76T-C-1

Summary of Project: This project will develop individualized vocational instruction modules for two job titles in the transportation occupational cluster. In addition, modules generated from V-TECS based material for building trades will be field tested. Project objectives are: (1) to compile modules for at least two job titles for project 33-75-C, "Highway Sub-Cluster of the Transportation Cluster;" (2) to explore techniques for the use of V-TECS based materials by program instructors; (3) to prepare and field test V-TECS materials as available.

VTP-2758

Sex Stereotyping: Analysis of Students Enrolled in Vocational Programs.

Principal Investigator: Davis, R. L.

Recipient Institution: Purdue Research Foundation, West Lafayette, Indiana 47907

Start—End Dates: Start Date 1 Oct 76; End Date 30 Sep 77

Supporting Agency: Indiana State Board of Vocational and Technical Education, 17 West Market Street, Room 401, Illinois Building, Indianapolis, Indiana 46204

Contract and/or Control No.: 5-77-C-7

Summary of Project: This study will identify the extent and nature of sex bias in Indiana Vocational Education programs and investigate the problem in relation to selected factors such as scholastic ability, academic achievement, vocational maturity, and home influences. An additional objective is to develop guidelines for communication relating to vocational instructional programs directed toward compliance with federal regulations of Title IX legislation. The population will consist of all male and female students in area vocational centers that have three or more vocational service areas. The random sample will consist of 50 males and 50 females representative of enrollment by sex in programs in which 75 percent of the enrollment is a predominate sex. Data will be collected from instruments developed to identify factors contributing to career choice, the Differentiation Aptitude Test (DAT) and the Crites Vocational Maturity Inventory of Work Attitudes. Data will be coded, tabulated, and placed on computer cards. Frequency counts, percentages, and descriptive statistics will constitute a portion of the statistical profile.

VTP-2759

Special Services Coordination Involving Screening Placement Follow-up of Vocational Students.

Principal Investigator: Rowem, Russel J.

Recipient Institution: Evansville-Vanderburgh School Corporation, One Southeast Ninth Street, Evansville, Indiana 47708

Start—End Dates: Start Date 1 Oct 76; End Date 15 Jun 77

Supporting Agency: Indiana State Board of Vocational and Technical Education, 17 West Market Street, Room 401, Illinois Building, Indianapolis, Indiana 46204

Contract and/or Control No.: 6-76T-D-3

Summary of Project: This project proposed to develop a description of a model administrative services block for an Area Vocational School coordinator with RCU coordinator. The project will organize into a model for dissemination the findings of a review of programs concerned with placement and followup done by the Federal Projects Coordinator in Indiana during 1975-76. The project will provide a comprehensive program of inservice, materials development, research, teaching followup, and evaluation. It will organize a model for the coordination of activities involved in the vocational/career counseling aspects of the area vocational school.

VTP-2760

Vocational Model for High Schools to Complement Area Vocational Opportunities.

Principal Investigator: Burgess, Ersel E.

Recipient Institution: Charles A. Beard Memorial School Corporation, 19 South Washington Street, Knightstown, Indiana 46148

Start—End Dates: Start Date 1 Oct 76; End Date 31 May 77

Supporting Agency: Indiana State Board of Vocational and Technical Education, 17 West Market Street, Room 401, Illinois Building, Indianapolis, Indiana 46204

Contract and/or Control No.: 6-77-D-1

Summary of Project: This project proposes to design and implement model vocational programs for small rural high schools that complement area vocational school programs. In order to determine the programs needed, data will be collected from former graduates, from local business and industry, and from parents and students. After evaluating the data, a pilot program will be implemented. Additional objectives of the project are to design and implement a special advisement program for potential dropouts and to design and implement a concentrated communication system to make students aware of the various vocational opportunities.

VTP-2761

Area Placement Career Coordinator/Placement and Follow-up Project.

Principal Investigator: Wesolowski, Anthony

Recipient Institution: Four County Area Vocational Cooperative Garrett-Keyser-Butler School Corporation, 701 East Houston, Garrett, Indiana 46738

Start—End Dates: Start Date 1 Sep 76; End Date 31 Aug 77

Supporting Agency: Indiana State Board of Vocational and Technical Education, 17 West Market Street, Room 401, Illinois Building, Indianapolis, Indiana 46204

Contract and/or Control No.: 6-77-D-4
Summary of Project: This project is designed to develop and establish a placement and followup system for vocational students in the four county area, involving 11 school districts. In addition to placement and followup services, the project will include such features as: (1) preparation activities for exiting students; (2) communication with business and industry; (3) promotion of vocational education visibility; (4) institution of inservice programs; (5) dissemination of career information; and (6) development and periodic updating of needs assessment. Procedures will also involve an industrial and business needs survey and seminars, conferences with counselors, instructors, and students, and utilization of brochures and information sheets.

VTP-2762

West Central and Rensselaer Vocational Development Program.
Principal Investigator: Hollenbough, Jerry
Recipient Institution: West Central School Corporation, 117 East Montgomery Street, Francesville, Indiana 47946
Start—End Dates: Start Date 1 Aug 76; End Date 30 Jun 77
Supporting Agency: Indiana State Board of Vocational and Technical Education, 17 West Market Street, Room 401, Illinois Building, Indianapolis, Indiana 46204
Contract and/or Control No.: 5-77-C-3
Summary of Project: Job market demands for Region 10 will be identified and the requirements for job qualifications will be determined in order to develop the vocational curriculum to meet the area's needs. Following a survey of the job market in the Region, students will be informed of vocational program offerings. Meetings with superintendents and state vocational personnel will be held to devise curriculum relevant to the job market. Evaluation will be continuous with a final evaluation in June 1977.

VTP-2763

Development of a Model Research and Development Information Dissemination Program for the Kentucky Bureau of Vocational Education: Omnibus Plus (Continuation).
Principal Investigator: Sims, E. Norman
Recipient Institution: Resources Development Unit, Bureau of Vocational Education, Frankfort, Kentucky 40601
Start—End Dates: Start Date 1 Sep 76; End Date 30 Jun 77
Supporting Agency: Kentucky State Department of Education, Bureau of Vocational Education, Frankfort, Kentucky 40601
Summary of Project: Phase II will focus on planned expansions and field testing of the model for vocational education information dissemination in Kentucky. Anticipated products consist of a change agent's guide, four quarterly research journal issues, two mini-conferences, six newsletters, and three to six mini-grants. The dissemination program is intended to further the impact of the various needs assessment efforts by: (1) encouraging vocational educators to develop local programs of information dissemination; (2) encouraging the use of information for problemsolving; (3) aiding vocational educators in identifying successful programs or practices; (4) facilitating indepth exploration of alternatives; and (5) selecting and testing particular alternatives.

VTP-2764

Development of Competency-Based Competitive Events in Distributive Education.
Principal Investigator: Turner, Betty
Recipient Institution: Jefferson County Board of Education, Distributive Education Unit, 3442 Preston Highway, Louisville, Kentucky 40213
Start—End Dates: Start Date 15 Oct 76; End Date 14 Oct 77
Supporting Agency: Kentucky State Department of Education, Bureau of Vocational Education, Capital Plaza Tower, Frankfort, Kentucky 40601
Summary of Project: This project will develop competitive events for students of distributive education which will correlate with competency-based curriculum. Competency-based events with objective tests and demonstrated performance will be developed in each of the identified instructional areas for 12 occupational categories identified by National Distributive Education Clubs of America. Writers for the events will be selected from teachers of distributive education. Five one-day workshops will be conducted to orient the writers, compile the events, and edit the final product. The competency-based events will provide students the opportunity to demonstrate proficiencies in their chosen occupation, for self-evaluation, and in comparison with others in their field.

VTP-2766

The Development of a Multi-Unit Fisheries Curriculum and Course Materials Relative to Secondary and Postsecondary Vocational-Technical Maine Institutes.
Principal Investigator: Schwalbenberg, Peter
Recipient Institution: Region 8 Cooperative Board for Vocational Education, One Main Street, Rockland, Maine 04961
Start—End Dates: Start Date 1 Nov 76; End Date 1 May 77
Supporting Agency: Maine State Department of Educational and Cultural Services, Bureau of Vocational Education, Augusta, Maine 04330
Summary of Project: In Phase I of the project, two units in fisheries curriculum will be developed and field tested. The units will be developed through a cooperative project involving the fishing and boat building industries, teacher education institutions, state educational staff, and practicing secondary level instructors. The material developed will be of a series of loose-leaf units subject to regular revision and update.

VTP-2767

Improvement and Development of Teaching Materials for Classes on Labor.
Principal Investigator: O'Leary, Charles J.
Recipient Institution: University of Maine at Orono, 128 College Avenue, Orono, Maine 04473
Start—End Dates: Start Date 1 Sep 76; End Date 30 Jun 77
Supporting Agency: Maine State Department of Educational and Cultural Services, Bureau of Vocational Education, Augusta, Maine 04330
Summary of Project: This project will field test and revise "Labor: A Teachers Manual," a guide to teaching the vocational student such job-related subjects as labor relations, economics, how to get a job, labor law, and occupational safety and health. Specific objectives are: (1) to solicit the suggestions of teachers in Maine vocational-technical centers regarding the manual; (2) to introduce the Manual at target schools; (3) to have teachers field test and evaluate the Manual; and (4) to revise the Manual based on results of the field test and evaluation. Seminars will be the vehicle for introducing and demonstrating the Teachers Manual and for soliciting feedback and advice from teachers.

VTP-2768

North Haven Project for Career Development.
Principal Investigator: Gjelton, Thomas G.
Recipient Institution: North Haven Community School, North Haven, Maine 04853
Start—End Dates: Start Date 1 Jul 76; End Date 30 Jun 77
Supporting Agency: Maine State Department of Educational and Cultural Services, Augusta, Maine 04330
Summary of Project: The primary objective of the project is to develop a program for the students on the island of North Haven that provides the opportunity for well-informed decisionmaking upon leaving school. Specifically, the project intends to make the curriculum supportive of the career development of its students by: (1) making the exposure of students to the outside world an integral part of the K-12 school program; (2) expanding awareness of the world beyond the island; (3) developing adaptation skills through provision of a variety of experiences which build feelings of self-assurance in unfamiliar environments; (4) arousing a sense of perspective on their own lives by offering live-in exposures to other communities; (5) providing an individualized program of assistance in career planning and preparation; (6) building a positive perspective on the local community and developing citizenship skills; (7) providing practical skills and knowledge relevant to vocations on the island; (8) providing elementary students with activities and materials which expand awareness of the world of work; (9) continuing the development of an exemplary field trip curriculum; and (10) infusing career awareness into the regular academic curriculum in all grades.

VTP-2769

Occupational Guidance for Disadvantaged Youth.
Principal Investigator: Seager, Andrew
Recipient Institution: H.O.M.E. Co-Op, Box 408, Orland, Maine 04472
Start—End Dates: Start Date 5 Sep 76; End Date 31 Jun 77
Supporting Agency: Maine State Department of Educational and Cultural Services, Bureau of Vocational Education, Augusta, Maine 04330
Summary of Project: This project will develop an exemplary occupational education component within the H.O.M.E. Learning Center's adult high school diploma program which will serve the needs of disadvantaged youth and adults. Long range project goals are: (1) to help students make the transition between school and work; (2) to help them develop the initiative and decisionmaking skills to find or create a job; and (3) to create awareness of the realities of work that will enable students to hold jobs once they are found. Community aims are to develop awareness in local employers of the need to hire high risk job candidates and to develop a network of referrals for job placement.

VTP-2770

The Product of a Multi-Media Career Information Unit Relative to Vocational Technical Institutes.

Principal Investigator: Crowley, Nathaniel; Kydd, Loring
Recipient Institution: Eastern Maine Vocational Technical Institute, Hogan Road, Bangor, Maine 04401
Start—End Dates: Start Date 1 Aug 76; End Date 1 Jun 77
Supporting Agency: Maine State Department of Educational and Cultural Services, Bureau of Vocational Education, Augusta, Maine 04330
Summary of Project: The proposed project is directed to the development of a multi-media unit to be used in the augmentation of career awareness among Vocational Technical Institute faculty, students, craft and advisory committees, and interested groups. The plan of activity is to include: (1) extensive research of all career opportunities in specific areas of vocational technical education: (2) development of a script identifying career opportunities in the selected areas; (3) slides and audio tape synthesized into a single multi-media unit; (4) presentation of the unit to faculty, students, and craft committees, and (5) a final report for dissemination.

VTP-2771

Community Occupational and Training Counseling Program.
Principal Investigator: Simmons, Paul
Recipient Institution: Steelville R-III, Potosi R-III, and Salem R-80 School Districts, Box 339, Steelville, Missouri 65565
Start—End Dates: Start Date 15 Aug 76; End Date 31 Jul 79
Supporting Agency: Missouri State Department of Elementary and Secondary Education, P. O. Box 480, Jefferson City, Missouri 65101
Summary of Project: This is a proposal to establish a multi-dimensional demonstration program combining school, community and family resources to achieve locally relevant career education, occupational and vocational counseling, and educational experience for students of limited aspirations in three high school districts in the East Central Ozarks. An out-of-school community occupational and training counselor will be employed full-time in each of the three school districts. A community occupational and training committee, composed of community leaders, businessmen, local school administrators and board members, and young disadvantaged adults will be formed in each community. A multi-faceted, in-school educational and career counseling program involving local employers, employees, and young adults who have previously dropped out of school will be undertaken to supplement the educational and counseling efforts of professional school personnel.

VTP-2772

Experience Based Approach to Career Information for Vocational Guidance.
Principal Investigator: Roberts, Joe
Recipient Institution: Missoula County High School, 915 South Avenue West, Missoula, Montana 59801
Start—End Dates: Start Date 1 Jul 76; End Date 30 Jun 77
Supporting Agency: Montana State Department of Public Instruction, Helena, Montana 59601
Summary of Project: This project will establish a Career Information Center utilizing community resources and providing other resources not presently available. The Center will house the most current materials on careers, postsecondary schools and allied information. It will also function as a center for students to practice decisionmaking skills, increase in self-awareness, and determine interests and abilities. A community internship program will also be offered to provide for firsthand learning experience in areas of interest. The general project objective is to provide inhome resources and career guidance services to help students assess their talents, make intelligent career decisions, and plan a course of action to follow upon leaving school.

VTP-2773

Operation Rebuild: A New Training Area in Building Construction.
Principal Investigator: Christiansen, Gary
Recipient Institution: Flathead High School, P. O. Box 788, Kalispell, Montana 59901
Start—End Dates: Start Date 1 Jul 76; End Date 30 Jun 77
Supporting Agency: Montana State Department of Public Instruction, Helena, Montana 59601
Summary of Project: This secondary level building construction project is designed to provide students with experience in remodeling or rebuilding homes. The class will perform onsite work on property either purchased by the school district or supplied by real estate agency or private owner. Students will be involved in planning, drawing up plans, estimating materials, tearing out and rebuilding, interior decorating, and landscaping.

VTP-2774

A Feasibility Study. Nebraska Multi-District Secondary Vocational Education.
Principal Investigator: Lavaty, Evelyn
Recipient Institution: Nebraska State Department of Education, Division of Vocational Education, Lincoln, Nebraska 68509
Start—End Dates: Start Date 1 Jul 76; End Date 30 Jun 77
Supporting Agency: Nebraska State Department of Education, Lincoln, Nebraska 68509
Summary of Project: It is the general purpose of this study to determine how local public schools in Nebraska can develop comprehensive secondary programs of vocational education through the utilization of facilities and staff to serve students from more than one high school. Specific objectives are: (1) to examine present legislation and accreditation standards and make recomendations to the State Board of Vocational Education pertaining to multi-district secondary vocational education; (2) to determine the source of funds expended and available to the support of secondary vocational education programs in Nebraska; (3) to determine how student enrollments, population densities, and geographic characteristics support the multi-district vocational education concept; (4) to recommend criteria for the establishment of a program; (5) to recommend administrative guidelines to determine comprehensive curriculum offerings at multi-district vocational centers; and (6) to determine the opinions of people in Nebraska relative to the multi-district vocational center concept.

VTP-2775

North Carolina Rural Renaissance Project: Phase I - Course Development.
Principal Investigator: McIntosh, William A.
Recipient Institution: Central Piedmont Community College, Charlotte, North Carolina 28204
Start—End Dates: Start Date 1 Sep 76; End Date 1 Jul 77
Supporting Agency: North Carolina State Board of Education, Raleigh, North Carolina 27602
Summary of Project: This project will make use of current technology to provide a vehicle for the transmission of educational and health materials to rural areas of North Carolina via traditional television broadcast, current and expanded cable TV coverage, and eventually, via space satellites of the ATS-6 variety. Phase I is designed to implement a materials production program, provide for staff development, and test a model of development and cooperation with ten institutions in North Carolina. Ten institutions within the North Carolina Community College System will organize to share expertise toward the development of 60 audiovisual, performance-based, self-paced instructional programs in vocational and adult basic education.

VTP-2776

The Southwest Multi-District Vocational Mobile Program.
Principal Investigator: Fredericks, Darryl
Recipient Institution: Elgin Public Schools, Elgin, North Dakota 58533
Start—End Dates: Start Date 1 Dec 76; End Date 1 Jul 77
Supporting Agency: North Dakota State Board for Vocational Education, 900 East Boulevard, Bismarck, North Dakota 58501
Summary of Project: This project proposes to develop a relocatable secondary vocational education system in a rural three-county area of southwestern North Dakota. This system will contain the necessary classroom facilities, specialized equipment, curriculum guides, audiovisual materials, and will include operational staff training for instructors. The program will seek to assist students in preparing for occupations and exploring prevocational technical training, and will provide an atmosphere in which students can evaluate their interests and aptitudes for a specific occupation. The mobile units will be stationed in four of the six schools during various semesters of the project and will be rotated from district to district.

VTP-2777

A Technical Specialist in the Field of Agriculture to Work With Adult and Young Farmers in Alfalfa, Garfield, Grant, Kay, Major, Noble, Woods, Kingfisher, Blaine, Dewey, Woodward, Ellis, Harper, Beaver, Texas, and Cimmarron Counties of Oklahoma.
Principal Investigator: Brown, Donald D.
Recipient Institution: Oklahoma Northwest Area Vocational-Technical School, Box 784, Alva, Oklahoma 73717
Start—End Dates: Start Date 1 Jul 76; End Date 30 Jun 77
Supporting Agency: Oklahoma State Department of Vocational and Technical Education, 1515 West Sixth Avenue, Stillwater, Oklahoma 74074
Contract and/or Control No.: CP-752
Summary of Project: An agricultural technical specialist will be hired to work with vocational agriculture instructors as well as Young and Adult Young Farmers, and to coordinate resources available within the area and the state to improve the efficiency of agricultural enterprises. Some specific objectives include: (1) assisting instructors and Young Farmer officers with reports to qualify for funds; (2) informing instructors of the resources available for farmer education; (3) coordinating educational events; (4) helping instructors and Young Farmer officers to plan meetings; and (5) researching methods to facilitate and reduce the expenses of transfering agriculture estates to people of the immediate family.

VTP-2778

Updating Promising Practices in Oregon Career and Vocational Education.
Principal Investigator: Kenneke, Larry J.
Recipient Institution: Oregon State University, School of Education, Vocational-Technical Education Unit, Corvallis, Oregon 97331
Start—End Dates: Start Date 21 Mar 77; End Date 30 Jun 77
Supporting Agency: Oregon State Department of Education, Career and Vocational Education Section, 942 Lancaster Drive, N.E., Salem, Oregon 97310
Summary of Project: The purpose of this proposed effort is to update the handbooks, "Promising Practices in Oregon Career and Vocational Education," by reviewing projects conducted in Oregon under the auspices of Parts C and D of the Vocational Education Amendments of 1968. Information on Promising Practices identified as a result of the review process will be compiled and prepared for distribution as an update to the "Handbook." More specifically, the project will produce 500 copies for distribution. In addition, 10 copies of a final report will be submitted.

VTP-2779

Individualization and Modularization of Bookkeeping/Banktelling Occupations Instructional Materials.
Principal Investigator: Jensen, Arthur
Recipient Institution: Clemson University, Vocational Education Media Center, Clemson, South Carolina 29631
Start—End Dates: Start Date 1 Jul 76; End Date 1 Dec 77
Supporting Agency: U. S. Office of Education
Summary of Project: The project proposes to develop individualized, competency-based learning activity packages for eleventh and twelfth grade students in bookkeeping and banktelling programs. Vocational materials will be developed according to the following procedure. A search will be conducted for commercially-available materials. These materials will be evaluated and modified and new materials will also be developed. Teacher workshops will prepare teachers for implementation in pilot centers. Finally, the materials will be pilot tested and disseminated.

VTP-2780

A Prevocational Instructional Materials Development Project.
Recipient Institution: Clemson University, Clemson, South Carolina 29631
Start—End Dates: Start Date 1 Jul 76; End Date 30 Jun 78
Supporting Agency: Appalachian Regional Commission
Summary of Project: The project will develop a prevocational curriculum complete with instructional materials, audiovisual aids, and kits designed to provide hands-on experiences. Twenty-four teachers will develop original materials and concepts for students in grades nine and ten. These materials will depict the types of employment students might expect to become involved in as a result of preparation in the various vocational education programs offered in the state. The materials will be field tested and revised prior to widespread distribution.

VTP-2781

Vocational Curriculum Improvement Through the Individualization and Modularization of Trade/Industrial Instructional Materials.
Principal Investigator: Jensen, Arthur K.; Olivo, Thomas P.
Recipient Institution: Clemson University, Vocational Media Center, Clemson, South Carolina 29631
Start—End Dates: Start Date 1 Jul 76; End Date 31 Dec 77
Supporting Agency: South Carolina State Department of Education, Columbia, South Carolina 29201
Summary of Project: This project proposes to develop two high school level vocational programs in auto mechanics and carpentry for use by South Carolina vocational teachers. These instructional materials will be performance-based, pilot and field tested, and packaged in an individualized modular multi-media format. Development of the materials involved: (1) identification and selection of the rationale-philosophy model; (2) identification, selection, sequencing and training of teachers in the implementation of the instructional program; and (3) a pilot test, including evaluation, revision, and field test.

VTP-2782

Determining and Validating Barriers to Postsecondary VTAE Programs in Wisconsin.
Principal Investigator: Farning, Max
Recipient Institution: Mid-State Technical Institute, 431 Lincoln Street, Wisconsin Rapids, Wisconsin 54494
Start—End Dates: Start Date 1 Jul 76; End Date 30 Sep 77
Supporting Agency: Wisconsin Board of Vocational, Technical and Adult Education, Madison, Wisconsin 53703
Contract and/or Control No.: 14-012-151-227
Summary of Project: This project will enable a consortium of five Wisconsin Vocational Technical and Adult Education (VTAE) Districts to conduct research on determining barriers to postsecondary VTAE programs. Major objectives are: (1) to verify barriers identified in the 1976 project, and (2) to determine and varify other barriers. In addition, possible techniques to eliminate or partially remove selected barriers will be investigated and field tested.

VTP-2783

Determining Performance Levels of Competencies for Job Entry (Continuation).
Principal Investigator: Wagner, Daniel J.
Recipient Institution: Southwest Wisconsin Vocational-Technical Institute, Bronson Boulevard, Fennimore, Wisconsin 53805
Start—End Dates: Start Date 1 Jul 76; End Date 30 Sep 77
Supporting Agency: Wisconsin Board of Vocational, Technical and Adult Education, Madison, Wisconsin 53703
Contract and/or Control No.: 03-004-151-227
Summary of Project: The overall purpose of this project is to determine performance levels of competencies for job entry in selected vocational technical and adult education (VTAE) programs. Phase II will utilize the knowledge and research skills gained in Phase I to accomplish these objectives: (1) select VTAE programs with relevant occupations for study; (2) identify and analyze task inventories relevant to the selected programs and occupations considering difficulty of performance, length of time performed, importance of task, and projected need for task; (3) validate tasks and performance levels required on the job; (4) translate analysis of tasks and performance levels on the job into recommended performance levels of competencies taught; (5) field test the performance levels of competencies for job entry for the selected curricula; (6) evaluate the instruments and procedures developed; and (7) prepare and disseminate the final report.

VTP-2784

Determining the Feasibility of Assessing Incoming Student Entry-Level Competencies as an Aid to Increasing Completion of Programs.
Principal Investigator: Schrader, Marvin A.; Grimes, Michael
Recipient Institution: Lakeshore Technical Institute, 1290 North Avenue, Cleveland, Wisconsin 53015
Start—End Dates: Start Date 1 Jul 76; End Date 30 Sep 77
Supporting Agency: Wisconsin Board of Vocational, Technical and Adult Education, Madison, Wisconsin 53703
Contract and/or Control No.: 11-019-151-227
Summary of Project: This three-year project is designed to determine the competency level required of an entering student in the Lakeshore District system in order to successfully complete a specified program. Competency levels in communications, reading, and mathematics will be studied. Objectives are to: (1) determine the entry levels of communications, reading, and mathematics ability necessary to succeed in each of several programs; (2) determine the type of instrument necessary to provide an adequate assessment of the incoming student's competency levels in the three areas; and (3) determine the feasibility of such an assessment program in a VTAE institution.

VTP-2785

Determining the Postsecondary Vocational Education Needs in Agriculture.
Principal Investigator: Elmhorst, Ronald L.; Farning, Max
Recipient Institution: Mid-State Vocational, Technical and Adult Education District, Wisconsin Rapids, Wisconsin 54494
Start—End Dates: Start Date 1 Jul 76; End Date 1 Jun 77
Supporting Agency: Wisconsin Board of Vocational, Technical and Adult Education, Madison, Wisconsin 53703
Contract and/or Control No.: 14-011-151-227
Summary of Project: The objective of the project is to determine what postsecondary vocational education programs Mid-State Technical Institute should provide in agri-business education. Specific objectives include: (1) determining the employment opportunities in agri-business area; (2) determining the number of persons interested in enrolling in agri-business programs; (3) determining the postsecondary agriculture programs that should be offered; and (4) determining the curriculum for each postsecondary agriculture program.

VTP-2786

Evaluation of Student Financial Aids.
Principal Investigator: Lamb, Karen; Muller, Frederick E.
Recipient Institution: Milwaukee Area Technical College, 1015 North Sixth Street, Milwaukee, Wisconsin 53203

Start—End Dates: Start Date 1 Jul 76; End Date 30 Sep 77
Supporting Agency: Wisconsin Board of Vocational, Technical and Adult Education, Madison, Wisconsin 53703
Contract and/or Control No.: 09-015-151-227
Summary of Project: This project proposes to assess the present disbursement of funds to students at Milwaukee Area Technical College and to examine present records on the amounts and renewal potential of funding sources. In examining the financail resources available and disbursed to students, major analyses will focus on the types of awards by program and selected sociodemographic characteristics of the recipients. The information gained will be used to guide more effective planning activities and improve the development of resources.

VTP-2787

Graduate Student Research Grants - Phase VI.
Principal Investigator: Nelson, Orville
Recipient Institution: Center for Vocational, Technical and Adult Education, University of Wisconsin-Stout, Menomonie, Wisconsin 54751
Start—End Dates: Start Date 1 Oct 76; End Date 30 Sep 77
Supporting Agency: Wisconsin State Board of Vocational, Technical and Adult Education, Madison, Wisconsin 53703
Contract and/or Control No.: 19-008-151-227
Summary of Project: Graduate students in vocational education will write research proposals and conduct actual research projects focused on problems relevant to the state VTAE system. Project objectives are to: (1) develop the research skills required to design and carry out a small research project; (2) instill positive attitudes toward research; (3) determine the degree to which graduate students can produce research of value; (4) identify dissemination techniques effective for the projects initiated; and (5) isolate the critical skills required to design and complete a research project.

VTP-2788

Manpower Survey of the Western Wisconsin Vocational, Technical and Adult Education District.
Principal Investigator: Richardson, Charles G.
Recipient Institution: Western Wisconsin Technical Institute, Sixth and Vine, La Crosse, Wisconsin 54601
Start—End Dates: Start Date 1 Jul 76; End Date 1 Jun 77
Supporting Agency: Wisconsin Board of Vocational, Technical and Adult Education, Madison, Wisconsin 53703
Contract and/or Control No.: 02-030-151-227
Summary of Project: The objective of this study is to provide manpower planning data for the staff of the Western Wisconsin Vocational, Technical and Adult Education District. Specific project objectives are to: (1) adapt instrumentation developed by other VTAE districts to the needs of the Western VTAE District; (2) conduct a survey of all employers of five or more persons to determine the manpower and training needs of the district; and (3) analyze the data and report the findings to all concerned groups in the district.

VTP-2789

Medical Assistant Task Analysis.
Principal Investigator: Schrader, Marvin A.
Recipient Institution: Lakeshore Technical Institute, Cleveland, Wisconsin 53015
Start—End Dates: Start Date 1 Jul 76; End Date 30 Sep 77
Supporting Agency: Wisconsin Board of Vocational, Technical and Adult Education, Madison, Wisconsin 53703
Contract and/or Control No.: 11-015-151-227
Summary of Project: A task analysis of the occupation of medical assistant will be conducted in order to update the current list of tasks included in the medical assistant curriculum at the Lakcshore Technical Institute. The tasks actually performed by a medical assistant will be identified by: (1) identifying the major functions of a medical assistant; (2) identifying all tasks under each function; (3) developing and administering a survey instrument to medical doctors and medical assistants within the three districts; (4) followup of a survey for 60 percent minimum return; (5) tabulating survey results; and (6) publishing and distributing the final report based on survey data and conclusions.

VTP-2790

Mini Grants to Conduct Graduate Research on State Board Priorities.
Principal Investigator: Strong, Merle E.; Lambert, Roger H.
Recipient Institution: Center for Studies in Vocational and Technical Education, University of Wisconsin-Madison, Madison, Wisconsin 53706
Start—End Dates: Start Date 1 Oct 76; End Date 30 Sep 77
Supporting Agency: Wisconsin Board of Vocational, Technical and Adult Education, Madison, Wisconsin 53703
Contract and/or Control No.: 19-026-151-227
Summary of Project: The Center for Studies in Vocational and Technical Education will provide monies for four to six small research projects by University of Wisconsin-Madison graduate students. The projects will deal with state or district needs, problems, or issues in vocational education. Objectives include direct problem-solving, forwarding the development of vocational education, increasing the State Board's visibility, and building better communication between the Center and the State Board. The studies will be carried out by students in the areas of Continuing and Vocational Education, Educational Administration, Counseling and Guidance, Curriculum and Instruction, the School of Agriculture, and the School of Family Resources and Consumer Sciences.

VTP-2791

Occupational Manpower Training Survey - Phase 2 (Continuation).
Principal Investigator: Bordini, D. J.
Recipient Institution: Fox Valley Technical Institute, 1825 North Bluemound Drive, Appleton, Wisconsin 54911
Start—End Dates: Start Date 1 Jul 76; End Date 1 Jun 77
Supporting Agency: Wisconsin Board of Vocational, Technical, and Adult Education, Madison, Wisconsin 53703
Contract and/or Control No.: 12-304-151-227
Summary of Project: The purpose of this project is to enhance the usability of the data collected in the first phase of the Manpower Survey. The data will be analyzed to determine how it can best serve the purposes of the school and the job service program. Models will be recommended and a format developed to utilize the computer for input and retrieval purposes. A followup of the data will be conducted by each department for verification of requests for training programs and other services.

VTP-2792

Open Entry/Open Exit Education.
Principal Investigator: Paulsen, Russell
Recipient Institution: North Central Technical Institute, 1000 Schofield Avenue, Wausau, Wisconsin 54401
Start—End Dates: Start Date 1 Jul 76; End Date 30 Sep 77
Supporting Agency: Wisconsin Board of Vocational, Technical and Adult Education, Madison, Wisconsin 53703
Contract and/or Control No.: 15-090-151-227
Summary of Project: This project is a continuation of research efforts embodied in the Open Entry/Open Exit study, project no. 15-090-151-226. With final direction and detail dependent on first year results, the general thrust will be to field test implementation of the Open Entry/Open Exit concept and to develop a comprehensive model. Specific objectives will include: (1) field testing of implementation of the concept in selected programs; (2) evaluation of the first stages in terms of cost and benefits and effects on staff and students; and (3) development of a comprehensive model for Open Entry/Open Exit postsecondary vocational technical and adult education programs in Wisconsin.

VTP-2793

Student Attrition in the Wisconsin VTAE System - Phase II.
Principal Investigator: Paulsen, Russell
Recipient Institution: North Central Technical Institute, 1000 Schofield Avenue, Wausau, Wisconsin 54401
Start—End Dates: Start Date 1 Jul 76; End Date 30 Jun 77
Supporting Agency: Wisconsin State Board of Vocational, Technical and Adult Education, Madison, Wisconsin 53703
Contract and/or Control No.: 15-097-151-227
Summary of Project: Continuation of a project to study and reduce attrition in the Wisconsin VTAE System is proposed. The multi-phase project uses a consortium approach comprised of five separate technical institutes. Phase II will use factors identified in Phase I as related to student attrition as predictors of student persistence as they enroll in VTAE programs. The general objectives for the second year are: (1) to operate a pilot program in each consortium school attempting to reduce attrition in the school by using the first year's research data; and (2) to establish a system to obtain needed information on a regular basis from students withdrawing from programs.

VTP-2794

A System to Predict Emerging Occupations.
Principal Investigator: Nelson, Orville; Halfin, Harold
Recipient Institution: Center for Vocational, Technical and Adult Education, University of Wisconsin-Stout, Menomonie, Wisconsin 57451
Start—End Dates: Start Date 1 Oct 76; End Date 30 Sep 77
Supporting Agency: Wisconsin State Board of Vocational, Technical and Adult Education, Madison, Wisconsin 53703

Contract and/or Control No.: 19-066-151-227
Summary of Project: The purpose of this project is to determine the conditions and needs which give rise to new jobs, identify the typical timeline involved in various parts of the job development cycle for emerging occupations, and design and test a model to use in predicting emerging occupations. Objectives include: (1) determining conditions which spawn new occupations and the point at which these conditions can be reliably identified; (2) identifying the types and levels of jobs that typically result from an emerging occupational area; (3) quantifying the time lag between a critical need state and a significant demand for new workers; (4) determining the types of training programs used in various phases of development in an occupational area; and (5) identifying the optimum time to initiate training programs.

VTP-2795
VTAE Field/Community Services Evaluation Model and Procedures - Phase II.
Principal Investigator: Haifla, Harold
Recipient Institution: Center for Vocational, Technical and Adult Education, University of Wisconsin-Stout, Menomonie, Wisconsin 54751
Start—End Dates: Start Date 1 Jul 76; End Date 30 Jun 77
Supporting Agency: Wisconsin State Board of Vocational, Technical and Adult Education, Madison, Wisconsin 53703
Contract and/or Control No.: 19-009-151-227
Summary of Project: The purpose of this project is to test and validate the transportability of the Field/Community Services Program Evaluation Model designed in Phase I. Two Wisconsin VTAE Districts of similar or differing organizational structures to the Phase I Pilot District will be identified as test sites. Phase I self-evaluation and visitation procedures will be adopted to the two Selected Districts personnel structure, piloted and revised for installation into the identified Field/Community Services Programs.

Project Title List (by state)

Alabama	Cooperative Occupational Opportunities and Placement Program (Continuation), The.	VTP-2724
	Developing a Comprehensive Placement Program (Continuation).	VTP-2725
	Development of Job Placement Services for Exiting Vocational Students, The.	VTP-2726
	Development of Telephone Installer-Repairman Course at Secondary School Level.	VTP-2727
Arizona	Manpower and a Needs Assessment Study for a Rural, Vocationally Oriented Community College, A.	VTP-2728
	Study of Essential Living Skills for Members of Families with Multiple Roles – Phase III (Continuation).	VTP-2729
California	Business Enterprise Training (Continuation).	VTP-2730
	Career Awareness and Vocational Preparation for Junior High School Students.	VTP-2731
	Maintenance and Development of the California Manpower Management Information System (Continuation).	VTP-2732
	Multidisciplinary Model: Distributive Education.	VTP-2733
Connecticut	Childhood and Parenthood – Competency Education.	VTP-2734
	Implementation of the East Shore Career Education Center.	VTP-2735
Delaware	Delmarva Career Education Program.	VTP-2736
	Educational Resources Association (Continuation).	VTP-2737
	Elementary Industrial Arts Program.	VTP-2738
	Occupational Teacher Education.	VTP-2739
	Performance Based, Self-Paced Instructional System (Continuation).	VTP-2740
	Performance Objective Based Vocational Education Curriculum Project (Continuation).	VTP-2741
	Vocational–Technical Education Consortium of States (Continuation).	VTP-2742
Indiana	Careers Resource Project Utilizing a Mobile Unit Design (Continuation).	VTP-2743
	Common Content CORE for Agribusiness Education Programs.	VTP-2744
	Development of a Health Occupations Continuing Education Center (Continuation).	VTP-2745
	Development of Communications Systems Between Vocational Educators, Students, and Employers.	VTP-2746
	Identification and Analysis of Distributive Curricular Needs by Job Title.	VTP-2747
	Instrument Development for Generalizable Evaluation Model for Vocational Teacher Education.	VTP-2748
	Instrumentation for the Generalizable Evaluation Model for Vocational Teacher Education.	VTP-2749
	Job Title Analysis Curriculum Development.	VTP-2750
	Job Title Analysis for Selected Job Title Clustering for Horticulture.	VTP-2751
	Mobile Laboratory to Effect Knowledge of Techniques for Vocational Exploration (Continuation).	VTP-2752
	Needs Assessment Information Dissemination (Continuation).	VTP-2753
	Proposal to Train Writing Teams to Develop V-TECS Catalogs in the Mechanical Drafting and Agri-Chemical Domains, A.	VTP-2754

	Project HOPE: A Comprehensive Plan for Indiana Health Occupations Program Educators (Continuation).	VTP-2755
	Purposive Study: Auto Mechanics/V-TECS, A.	VTP-2756
	Research and Development: Curriculum Planning for Area Vocational School.	VTP-2757
	Sex Stereotyping: Analysis of Students Enrolled in Vocational Programs.	VTP-2758
	Special Services Coordination Involving Screening Placement Follow-up of Vocational Students.	VTP-2759
	Vocational Model for High Schools to Complement Area Vocational Opportunities.	VTP-2760
	Area Placement Career Coordinator/Placement and Follow-up Project.	VTP-2761
	West Central and Rensselaer Vocational Development Program.	VTP-2762
Kentucky	Development of a Model Research and Development Information Dissemination Program for the Kentucky Bureau of Vocational Education: Omnibus Plan (Continuation).	VTP-2763
	Development of Competency-Based Competitive Events in Distributive Education.	VTP-2764
Maine	Development of a Multi-Unit Fisheries Curriculum and Course Materials Relative to Secondary and Postsecondary Vocational-Technical Maine Institutes, The.	VTP-2766
	Improvement and Development of Teaching for Classes on Labor.	VTP-2767
	North Haven Project for Career Development.	VTP-2768
	Occupational Guidance for Disadvantaged Youth.	VTP-2769
	Product of a Multi-Media Career Information Unit Relative to Vocational Technical Institutes, The.	VTP-2770
Missouri	Community Occupational and Training Counseling Program.	VTP-2771
Montana	Experience Based Approach to Career Information for Vocational Guidance.	VTP-2772
	Operation Rebuild: A New Training Area in Building Construction.	VTP-2773
Nebraska	Feasibility Study. Nebraska Multi-District Secondary Vocational Education, A.	VTP-2774
North Carolina	North Carolina Rural Renaissance Project: Phase I – Course Development.	VTP-2775
North Dakota	Southwest Multi-District Vocational Mobile Program.	VTP-2776
Oklahoma	Technical Specialist in the Field of Agriculture to Work with Adult and Young Farmers in Alfalfa, Garfield, Grant, Kay, Major, Noble, Woods, Kingfisher, Blaine, Dewey, Woodward, Ellis, Harper, Beaver, Texas, and Cimmarron Counties of Oklahoma, A.	VTP-2777
Oregon	Updating Promising Practices in Oregon Career and Vocational Education.	VTP-2778
South Carolina	Individualization and Modularization of Bookkeeping/Banktelling Occupations Instructional Materials.	VTP-2779
	Prevocational Instructional Materials Development Project, A.	VTP-2780
	Vocational Curriculum Improvement Through the Individualization and Modularization of Trade/Industrial Instructional Materials.	VTP-2781
Wisconsin	Determining and Validating Barriers to Postsecondary VTAE Programs in Wisconsin.	VTP-2782
	Determining Performance Levels of Competencies for Job Entry (Continuation).	VTP-2783
	Determining the Feasibility of Assessing Incoming Student Entry-Level Competencies as an Aid to Increasing Completion of Programs.	VTP-2784
	Determining the Postsecondary Vocational Education Needs in Agriculture.	VTP-2785

Evaluation of Student Financial Aids.	VTP-2786
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System to Predict Emerging Occupations, A.	VTP-2794
VTAE Field/Community Services Evaluation Model and Procedures – Phase II.	VTP-2795

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